REPORT ON POPULAR EDUCATION

IN THE

PANJAB AND ITS DEPENDENCIES,

FOR THE YEAR

1873-74,

BY

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DIRECTOR OF PUBLIC INSTRUCTION, PANJAB.

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TABLE OF CONTENTS.

Section.	SUBJECT.	Para.
	REVIEW OF THE REPORT BY GOVERNMENT.	
	Increase in the number of schools and scholars...	1
	Advancement in the quality of education	2
	Proportion of the boys attending schools to the population ...	3
	Operations of the Panjab University College	4
	Success of the Dehli and Lahore Colleges	5
	Inadequacy of the establishment of the Upper Schools	6
	Improvement effected in Middle Schools	7
	Increase in the number of Primary Schools and in the number of boys who have passed the Lower School and the Primary School examination	8
	Female Schools	9
	The Gurdáspur Reformatory	10
	Aided Institutions	11
	Provision for the education of the poorer classes of Europeans and Eurasians	12
	The Lahore High School	13
	Success of the candidates from Mission Schools in the Entrance Examination of the Calcutta University	14
	Aided Schools of the Middle Class	15
	Aided Schools of the Lower Class	16
	Aided Female Schools	17
	Government Normal Schools	18
	Scholarships	19
	The Book Depôt	20
	Measures suggested by the Director for the improvement and extension of education	21
	Measures for the establishment of Primary Schools and the education of the rural Pathán population in the Pesháwar and Hazára Districts to be taken in concert with Civil Officers	22
	Improvement needed in the pronunciation of the English language...	23
	Administration of the Department satisfactory	24
	DIRECTOR'S REPORT.	
	INTRODUCTORY SKETCH OF THE SCHOOL SYSTEM IN FORCE IN THE PANJAB.	
	Panjab School System	1
	Objects of education	2
	Sketch of educational institutions under the Department... ...	3
	Schools under the control of District Officers, and constitution of Vernacular Schools	4
	Aided Institutions	5
	The number of students attending Colleges and Zil' Schools ...	6
	Curriculum of studies in Zil' Schools	7
	Provision for Technical instruction in Government Schools ...	8
	Physical training	9
	Moral training	10
	How far do our Zil' Schools fulfil the requirements of a sound educational system	11
	Education of the Higher Classes, and encouragements offered to students of superior ability	12
	Proportion of boys of a school-going age who attend schools ...	13

Section.	SUBJECT.	Para.
	Schools for artizans, infants, and low castes	14
	Need for more Zil' Schools...	15
	Provision for primary education from municipal funds	16
	Vernacular schools under the management of Deputy Commissioners	17
	Rise of the standard of education in Vernacular Schools	18
	Provision is to be made for teaching in Vernacular Schools, science, Drawing, Morality, &c.	19
	Technical education will enable many of our scholars to find employment	20
	Spread of the desire of education amongst the agricultural class, and special organization of schools for agriculturists	21
	Per-centage of scholars to population...	22
	The per-centage of scholars to population will be increased by the establishment of industrial schools and schools for agriculturists ...	23
	Position of the women in India with regard to education relatively lower than before	24
	Measures taken by Sir Robert Montgomery for the establishment of Female Schools, ...	25
	Re-organization of Female Schools	26
	Female Schools established by Bedi Khem Sing in Rawalpindi and Jhelam districts	27
	Female Schools maintained by the several Missions	28
	Female Schools under the management of district officers ...	29
	General remarks on Female Schools	30
	Systematic organization of Female Schools	31
	Review of the existing school system	32
	GENERAL STATISTICS.	
	Assignments made from Provincial Services, Educational Cess and Local Rate, for the year 1873-74	33
	Actual expenditure from Provincial Services, General Local Fund and District Funds during 1873-74	34
	Principal heads of expenditure from Provincial Services	35
	Detail of savings from the assignment from Provincial Services ...	36
	Prominent features of the statistics for 1873-74	37
	Remarks by Mr. Alexander, regarding general statistics of schools in the Lahore Circle	38
	General statistics of schools in the Ambálá Circle	39
	Remarks by Mr. Dick, regarding general statistics of schools in the Rawalpindi Circle	40
	General statistics of schools in the Multán Circle	41
I	CONTROLLING AGENCIES.	
	Changes among the superior officers of the Department	42
	Divisions comprised in each Circle	43
	Plan of examining Vernacular Schools	44
	Subordinate inspection	45
	Notice of the work of subordinate inspection in the Lahore Circle ...	46
	Notice of the work of subordinate inspection in the Ambálá Circle...	47
	Notice of the work of subordinate inspection in the Rawalpindi Circle	48
	Notice of the work of subordinate inspection in the Multán Circle ...	49
	Remarks by Mr. Alexander regarding Committees of Public Instruction	50
	Powers to be given to Municipal Committees similar to those that are allowed to District Committees	51
	Notice of Local Committees at Rupar, Jagadhri and in the Rawalpindi and Multán Circles	52
	The Tahsildars generally are apathetic to their educational duties ...	53

Section.	SUBJECT.	Para.
II & III	UNIVERSITIES AND GOVERNMENT COLLEGES.	
	Panjab University College	54
	Operations of the Panjab University College during the year 1873	55
	Examinations of the Calcutta University	56
	Diminution in the number of students owing to want of scholarships	57
	The number of students who passed the M. A., B. A., F. A. and Entrance Examinations of the Calcutta University	58
	Connexion of the Lahore College with the Panjáb University College	59
	Liability of the Lahore College to teach the subjects prescribed by the Panjáb University College for its examinations	60
	High standard of the examinations prescribed by Panjab University College	61
	The number of students on the rolls and the average daily attendance	62
	Success of the students in the examinations of the Calcutta University and the Panjáb University College	63
	Mr. Sime's view of the examinations of the Panjab University College	64
	Propriety of encouraging students of Government Colleges to pass examinations of the Panjab University College	65
	Students who have left the Dehli College how employed	66
	Remarks by Mr. Sime on the Debating Club, the College Staff, Cricket and the Boarding House	67
	Staff of the Dehli College commended	68
IV	GOVERNMENT SCHOOLS.	
	Statistics of Government Schools	69
	Upper Schools	70
	Abolition of the Anglo-Oriental School at Lahore	71
	Inexpediency of adding Upper departments at the expense of Middle departments. Pupil teachers	72
	Success of the students of the Upper Schools at the Entrance Examinations of the Calcutta University and the Panjab University College	73
	Physical condition of boys of Government Schools	74
	Remarks by Mr. Alexander regarding the results of the University Examination	75
	Departmental Examination of the 7th and 8th classes	76
	Remarks by Mr. Alexander on the Zil' Schools at Lahore, Amritsar and Hushiárpur	77
	The Upper School at Dehli	78
	Mr. Sime's view of the award of scholarships to boys who have passed the Middle School Examination	79
	Gujrát Zil' School	80
	Remarks by Mr. Dick regarding the appointment of surveying masters and teaching science	81
	The Dera Gázi Khan Zil' School	82
	The number of boys attending the Middle department of Zil' Schools, and the number who passed the Middle School Examination ...	83
	Remarks by Mr. Alexander regarding Middle Zil' Schools in the Lahore Circle	84
	Ill success of the candidates from the Dehli Zil' School in the Middle School Examination held in 1873	85
	Zil' Schools in the Ambala Circle	86
	Zil' Schools in the Rawalpindi Circle...	87
	Mr. Buchanan, Head Master of the Gujrát Zil' School, commended	88

Section.	SUBJECT.	Para.
	Inspector's report on the Zil' Schools at Jhelam, Kohát, Abbottabad and Bhera	89
	An Upper department can be formed at Jhelam, but the pupil teacher system will be introduced there	90
	Zil' Schools in the Multan Circle	91
	The Multán Zil' School	92
	The Jhang Zil' School	93
	Vernacular schools of the Middle Class	94
	Results of Middle School Examination	95
	Suggestions for improvement of Vernacular Schools	96
	Upper Vernacular School at Ludhiana	97
	English Masters employed on the grant-in-aid system in Government Vernacular Schools	98
	Middle Class Vernacular Schools in the Lahore Circle	99
	Middle Class Vernacular Schools in the Ambala Circle	100
	Middle Class Vernacular Schools in the Rawalpindi Circle ...	101
	Inexpediency of lowering standard of the Middle School Examination	102
	Middle Class Vernacular Schools in the Multán Circle	103
	PRIMARY AND LOWER CLASS SCHOOLS.	
	Statistics of Primary Schools and results of examinations ...	104
	Inspector's report regarding Primary Schools in the Lahore Circle...	105
	Primary Schools in the Ambála Circle	106
	Primary Schools in the Rawálpindi Circle	107
	Primary Schools in the Multán Circle	108
	GOVERNMENT FEMALE SCHOOLS.	
	Present condition of Government Female Schools	109
	JAIL SCHOOLS.	
	Jail Schools	110
V	AIDED INSTITUTIONS.	
	General statistics of Aided Schools	111
	Amount expended on Aided Schools	112
	AIDED SCHOOLS FOR EUROPEANS.	
	Schools for children of European descent	113
	Mr. Alexander's report upon the scholars of European descent in the Lahore Circle	114
	Schools for children of European descent in the Ambála Circle ...	115
	Lawrence Asylum at Murree	116
	The Murree-cum-Ráwalpindi School	117
	AIDED SCHOOLS OF THE HIGHER CLASS FOR NATIVES.	
	Eight Aided Schools of the Higher Class for Natives.	118
	The number of boys who passed the Entrance Examination of the Calcutta University and the Panjab University College ...	119
	The number of boys who passed the Middle School and the Lower School Examination	120
	Mr. Alexander's report on the Aided Mission Schools at Lahore, Amritsar and Jálandhar	121

Section.	SUBJECT.	Para.
	Mr. Cooke's report on the Mission Schools at Ludhiana and Dehli...	122
	Mr. Dick's report on the Mission Schools at Ráwalpindi and Peshráwur	123
	AIDED SCHOOLS OF THE MIDDLE CLASS FOR NATIVES.	
	Classification of the Aided Schools of the Middle Class	124
	The Anglo-Vernacular School at Ferozpur	125
	The Anglo-Vernacular School in the Cantonment of Ferozpur ...	126
	The Anglo-Vernacular School at Maghiana in the Jhang district ...	127
	Mission Schools of the Middle Class	128
	Mr. Alexander's report on the Aided Schools in his Circle ...	129
	Mr. Cooke's report on the Aided Schools in the Ambálá Circle ...	130
	Mr. Dick's report on the Mission Schools in the Cantonment of Peshawur and at Gujrát	131
	Mr. Thompson's report on the Aided Schools in the Multán Circle	132
	AIDED SCHOOLS OF THE LOWER CLASS.	
	Aided Schools of the Lower Class	133
	Branches of Zil' Schools	134
	Branches of Mission Schools	135
	Mr. Alexander's report on some Aided Schools of the Lower Class in the Lahore Circle	136
	The Church Mission Schools at Kotgarh in the Simla district and the Baptist Mission School at Dehli	137
	Aided Primary Schools in Dera Gázi Khán district	138
	AIDED FEMALE SCHOOLS.	
	Aided Female Schools	139
	Female Schools in the Ambála Circle	140
	Progress of Female education in the Lahore Circle	141
	Mr. Dick's report on Bedi Khem Singh's Female Schools	142
	Female education in the Ambála Circle is stagnant	143
VI	INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.	
	A.—GOVERNMENT NORMAL SCHOOLS.	
	Education in Normal Schools confined to elementary knowledge and no training given in the art of teaching	144
	Provision made for admission of better class of students in Normal Schools	145
	Number of students who passed the Teacher's examination from Normal Schools in 1872 and 1873	146
	Instruction in Science will be introduced in Normal Schools ...	147
	Mr. Alexander's report on the Normal School at Lahore ...	148
	Mr. Cooke's report regarding the Dehli Normal School	149
	Mr. Dick's remarks regarding Normal Education	150
	B.—AIDED NORMAL SCHOOLS.	
	Five Normal Schools for women and one for men	151
	Normal Schools for women	152
	Extracts regarding Female Normal Schools from the reports of the Inspectors of the Lahore and Ambála Circles...	153

Section.	SUBJECT.	Para.
	THE GOVERNMENT WARD'S SCHOOL AT AMBALA.	
	The Government Ward's School	154
VII	SCHOLARSHIPS.	
	Scholarships allowed in Colleges	155
	Allowance for scholarships in Upper Anglo-Vernacular Schools ...	156
	Allowance for scholarships in Upper Vernacular Schools... ...	157
	Distribution of scholarships for the year 1874	158
	Principles on which scholarships are awarded	159
VIII	EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.	
	Employment of Matriculated students	160
	Appointments obtained by students of Zil' Schools who had not passed the Matriculation Examination	161
	Appointments obtained by students of Vernacular Schools ...	162
IX	THE ENGLISH LANGUAGE IN INDIAN EDUCATION.	
	Number of students learning the English language	163
X	BOOK DEPARTMENT.	
	The three systems under which the Book Depôt has worked since it was first established	164
	Assets and liabilities of the Book Depôt at the commencement of 1869-70	165
	Operations of the Book Depôt during the year 1869-70	166
	Receipts and expenditure of the Book Depôt during 1870-71, 1871-72, 1872-73	167
	The salaries of Translators and the cost of the registration of books not a proper charge against the Book Depôt, which has worked more profitably than in any other province of the British Indian Empire	168
	Mr. Pearson last year arrived at a different conclusion. The fallacy of his arguments	169
	Books enumerated in Mr. Pearson's list as unsaleable	170
	Measures taken to make the Book Depôt self-supporting and the improvements effected	171
	Assets and liabilities of the Book Depôt at the close of 1873-74. The loss of Rs. 2,170-13-0 during the year apparent not real ...	172
	The Depôt has worked profitably during 1873-74	173
	Statement shewing the financial operations of the Depôt in 1873-74 in greater detail	174
	Books brought on stock and sold during the year	175
	Secretariat and official books	176
	Changes made in the staff of the Book Depôt and the Educational Press during the year	177
	The appointment of Superintendent of the Press enabled the Director to carry out several reforms	178
	The Curator the only responsible officer in the Depôt. An Assistant required	179
	The duties of the Curator, and the reasons for the appointment of an Assistant	180

Section.	SUBJECT.	Para.
	New books published during the year. Objections to the use of expurgated editions of the Gulistán and Bostán	181
	Reprints issued during the year	182
	Work done by the Translators during the year. Very small portion of their time given to the preparation of books	183
	To translate works from English on historical and scientific subjects even when they do not pay or command a ready sale is a judicious policy	184
	Collier's History of the British Empire a most suitable book for translation. The translation of it prepared by the department is not literal	185
	Lála Peyáre Lál, the officiating Curator, Lála Bharon Parshád, Head Translator	186
	CONCLUSION.	
	The services of the officers of the department commended ...	187
	Lists of civil officers and of native gentlemen who have exerted themselves in the cause of education	188
	STATEMENTS.	
	IMPERIAL.	Page.
	Form B. 1.—Result of the Examinations of the University of Calcutta and of the Panjab University College for 1873-74	iii
	Form B. 2.—Return of Colleges and Schools and the scholars attending them, for 1873-74	iv & v
	Form B. 3.—Receipts and expenditure of educational establishments in the Panjab for 1873-74	vi
	Form B. 4.—Distribution of Government Colleges and Schools, and of all Schools and Colleges aided and inspected by Government, in the several districts under the Government of the Panjáb, and in the States subject to administrative supervision	vii
	LOCAL.	
	General Comparative Statement of Statistics for the years 1872-73 and 1873-74	viii & ix
	Statement of the Government Colleges in the Panjáb for the year 1873-74	x & xi
	Statement of Government Schools of the Higher Class for the year 1873-74	xii & xiii
	Statement of Government Schools of the Middle Class for the year 1873-74	xiv, xv, xvi, xvii, xviii & xix
	Statement of Government Schools of the Lower Class for the year 1873-74	xx & xxi
	Statement of Government Female Schools for the year 1873-74 ...	xxii & xxiii
	Statement of Government Jail Schools for the year 1873-74 ...	xxiv & xxv
	Statement of Government Normal School for the year 1873-74 ...	xxvi & xxvii
	Statement of Grant-in-aid Schools for Europeans and Eurasians in the Panjab for the year 1873-74	xxviii & xxix
	Statement of the Endowment and Building Funds of the Schools for Europeans and Eurasians	xxx & xxxi
	Statement of Grant-in-aid Schools of the Higher Class	xxxii & xxxiii
	Statement of Grant-in-aid Schools of the Middle Class	xxxiv & xxxv
	Statement of Grant-in-aid Schools of the Lower Class	xxxvi & xxxvii
	Statement of Grant-in-aid Female Schools	xxxviii & xxxix
	Statement of Grant-in-aid Normal Schools	xl & xli
	Statement of Indigenous Schools	xlii & xliii

Section.	SUBJECT.	Page.
	Statement showing the number of pupils in each class of Zil' Schools in the beginning and at the close of 1873-74	xliv
	Statement showing the number of pupils in each class of Middle Vernacular Schools at the beginning and at the close of 1873-74. ...	xlv
	Statement showing the number of pupils studying in each class of Government Primary Schools of each district at the beginning and at the close of 1873-74	xlvi
	Statement showing the Government Scholarships awarded to College students during 1873-74	xlvii
	Statement showing the number of students of Zil' Schools who have obtained employment during 1873-74	*ib.*
	Statement showing the number of Students of Vernacular Schools who have obtained employment during 1873-74	xlviii
	Return of candidates passed for employment in the Educational Department during 1873-74	*ib.*
	Results of the Calcutta University Examinations for all Educational Institutions in the Punjab...	xlix & l
	Return of Private Endowments, Donations and Subscriptions from which aid was received by the department during 1873-74 ...	li
	Distribution of expenditure on education under three main heads Direction, Inspection, and Instruction, for 1873-74	lii
	Government Colleges, attendance and expenditure of	*ib.*
	Result of the Normal School Examination held in June 1873 ...	*ib.*
	Statement showing the number of Schools and Scholars in each Circle during 1872-73 and 1873-74	*ib.*

ERRATA.

In page 8, line 15, for "into" *read* into.
In page 13, line 6, for "not" *read* now.
In page 17, line 34, for "Rs. 6,12,115" *read* Rs. 6,12,155.
In page 17, line 36, for "Rs. 8,78,408" *read* Rs. 8,78,448.
In page 17, line 37, for "Rs. 56,302" *read* Rs. 56,262.
In page 18, line 19, for "Rs. 49,996" *read* Rs. 50,036 and for "6,12,115" *read* 6,12,155.
In page 18. line 22, for "Rs. 5,41,569" *read* Rs. 5,41,609.
In page 23 lines 40 & 41, for "partents" *read* parents.
In page 29, line 9, for "8" *read* 9.
In page 33, line 1, *read* 'in' between the words "Hukm Chand" and "obtaining."
In page 35, line 16, for "mnch" *read* much.
In page 36, line 25, for "who all passed" *read* of whom 7 passed.
In page 36, line 31, for "2nd year" *read* 3rd year.
In page 37, line 30, for "he" *read* be.
In page 38, line 6, for "Allahábád" *read* Dehlí.
In page 39, line 6th, from the bottom, for "close" *read* beginning.
In page 47, line 13, for "lass" *read* last.
In page 47, line 14, for "7th clast" *read* 7th class.
In page 47, line 24, for "171 candidates" *read* 178 candidates.
In page 51, line 2, for "42 out of 74" *read* 46 out of 77.
In page 51, line 3, for "11 out of 22" *read* 7 out of 16.
In page 52, line 16, for "58" (No. of para) *read* 88.
In page 54, line 27, for "two passed" *read* four passed.
In page 55, line 10, for "27 candidates" *read* 30 candidates.
In page 55, line 11, for "10 passed" *read* 16 passed.
In page 55, line 14, after the word "satisfactory" for Colon *substitute* Full-stop.
In page 61, Tabular statement, under 'Fees, '1873-74' opposite 'Lahore' for "39-12-0" *read* 39-2-0. Opposite 'Total' for "3,806-2-0" *read* 3,906-2-0; and 'Total Increase' for "493-0-0" *read* 593.
In page 61, Tabular statement, under 'Number of boys on the rolls' '1873-74,' opposite Jalandhar for "4,358" *read* 3,109; and under 'average daily attendance' 1873-74 for "3,363" *read* 2,315.
In page 67, line 1, after the tabular form, for "488" *read* 486.
In page 68, line 5, for "chlldren" *read* children.
In page 70, lines 22 & 25, omit inverted commas.
In page 71, line 19, after "both" omit one 'in.'
In page 72, line 26, on 'eight' *add*†
In page 72, line 31, on "contained" for* *read*†; and for "2,098 boys" *read* 1,965 boys; and in line 33 for "1665" *read* 1541.
In page 72, line 34, on "Schools" for† *read*
In page 75, line 31, for "Mathemetics" *read* Mathematics.
In page 76, line 21, for "49 boys" *read* 40 boys.
In page 76, line 22, for "16" *read* 14.
In page 80, line 7, for "embraced" *read* embraced.
In page 81, line 7, for "962*" *read* 1530.
In page 84, line 6, for "following" *read* following.
In page 84, line 17, for "looked up" *read* looked upon.
In page 84, line 24, for "140 primnry" *read* 150 primary.
In page 85, line 17, for "Panjab Path" *read* Pújа Páth.
In page 92, line 25, for "schoools" *read* schools.
In page 94, line 26, for "Anglo Vernacular School" *read* Anglo-Oriental School.
In page 95, line 11, for "mununcipal" *read* municipal.
In page 96, line 17, for "23" *read* 22.
In page 99, line 7, for "saleman" *read* salesmen.

Proceedings of the Honorable the Lieutenant-Governor of the Punjab in the Home Department,—No. 4454, dated 9th December 1874.

READ—

Report on Popular Education in the Punjab and its Dependencies for the year 1873-74, furnished by Major W. R. M. Holroyd, Director of Public Instruction, received on the 13th of October 1874.

REMARKS.—In the Review of the Educational Report for 1872-73, it was observed that, though there had been no great extension of education during the year, there was evidence of increasing efficiency in almost all classes of schools and an encouraging prospect of future success; it was also stated that it was to the establishment of District Committees and to the increased funds now available for vernacular schools that the Lieutenant-Governor chiefly looked for ultimate success in extending instruction among the masses. These anticipations have proved to be well-founded.

During the year 1873-74 there was a large increase in the number of educational institutions, and the average attendance of scholars rose from 72,076 to 78,643. The important class of schools known as Middle Schools increased from 170 to 180; Female Schools from 325 to 333; while, through the action of District Committees, village schools were increased in number from 1,046 to 1,152, and the Director is able, in paragraph 21 of his Report, to state as follows:—

"Among the agricultural classes our schools steadily advance in popularity. There have been instances, in which when a Government school has been closed, ~~of the agriculturists~~ subscribing to maintain a school of their own, and petitioning that it might be subjected to the examinations and the general discipline of the Department. During the past year also in some villages, aided schools have been established, to which the villagers subscribe in cash or kind."

2. In regard to the quality of education also the results of the year under report are gratifying. The success of the 2nd-year students of the Dehli College was marked; the standard of education in vernacular schools is stated to be steadily rising, the number of boys who passed the Middle School Examination having increased in two years from 31 to 131; while the recent measures taken for the improvement of Normal Schools have already had the effect of securing a better class of students; so that, notwithstanding the increased strictness of examination, 19 candidates obtained certificates as compared with 2 in the previous year.

3. But, though the above results are satisfactory and encouraging, there are facts recorded in paragraphs 13, 15 and 22 of the Report which show that much remains to be accomplished before the extension of education may be considered as fairly adequate. From the statistics given in these paragraphs, it appears that in 24 towns where district schools are established the number of boys receiving education was only 2·22 per cent. of the population; that in 14 towns where there are Mission Schools the proportion was little more than 1 per cent., and that as regards the rest of the population, only 4 boys out of 1,000 persons attended Government or aided schools.

4. Passing from the general statistics of education to the progress of different classes of educational institutions, the PUNJAB UNIVERSITY COLLEGE made considerable advance. During the year well-considered schemes of examination in Arts and Civil Engineering were issued, and an arrangement was effected diminishing, if it does not remove, the difficulty adverted to in last year's Report, of working in Government colleges two schemes of education and preparing students for two sets of examinations. Liberal scholarships have been awarded by the Senate to the students of Government colleges, and the students of the Oriental College were highly successful in the examinations in Persian, Arabic and Sanscrit. The Lieutenant-Governor is further glad to notice that something is being done towards the enrichment of vernacular literature, and that the holders of the 5 fellowships attached to the institution are engaged in the translation of historical and scientific works.

5. The Government colleges at Lahore and Dehli were under-officered, but in both, and especially in the Dehli College, the Principal and Professors spared no exertions to secure success. The success of the students at the higher examinations of the Calcutta University was generally creditable, and in the case of the 2nd-year students of the Dehli College especially so, 11 out of the 12 candidates having passed; and though the failures at the Entrance Examination were more numerous than in the previous year, this result is attributed to the increased strictness of these examinations.

6. Of the 6 Government *upper schools*, those at Hoshiárpur, Amritsar and Lahore appear to have done well; but as a rule the progress of the upper departments of schools has not been great. This is attributed, and perhaps justly, to the inadequacy of the establishments, but His Honor concurs in the remark of the Director, Public Instruction, in paragraph 72 of the Report, that "our first object should be to make our *Middle Schools* thoroughly efficient, and that if we can have an upper department only by sacrificing the efficiency of the middle school, it is better not to have one." It is infinitely better in the present times and circumstances to teach the mass of the boys really well to a comparatively low standard, than to neglect the mass and to give a few boys a higher education.

7. The great improvement which has taken place in *Middle Schools* is strikingly apparent from the facts recorded in paragraph 83 :—"When the first Middle School examination was held, four years ago, out of 149 candidates only 1 boy obtained more than 50 per cent. of the maximum number of marks in English, and only 19 boys more than 40 per cent.; whereas in the last examination 96 boys obtained more than 50 per cent., and 145 more than 40 per cent. In Urdú 100 boys, in History and Geography 115, in Arithmetic 75, and in Persian 129 boys obtained more than 50 per cent." From the reports of the Inspectors, the schools at Hoshiárpur, Ráhon, Gurdáspur, Lahore, Jhelam, Kohát, Gujrát, Abbottabád, Siálkot, and Ludiánah appear to have been specially successful.

8. The great increase in the number of *Primary* and *Lower* Class Schools has already been remarked. The facts mentioned in paragraph 104 that the number of boys passing the Lower School examination increased from 2,172 to to 3,364, and the number of boys successful at the Primary School examination from 763 to 1,602, show that the improvement in attainments was as marked as the increase in numbers. With reference to this class of schools His Honor is glad to notice that in Jálandhar the system of grants-in-aid has been applied extensively and with good effect. He will also await with interest the results of Mr. Cordery's experimental introduction in the Gujranwálah district of the half-time system explained in paragraph 21 of the Report.

9. With regard to *Government Female Schools*, it is observed that, besides an increase in number, the Inspector of the Lahore Circle is able to report that in the majority, a fair elementary education is being given, and that there is a prospect of steady improvement for the future. Aware of the inherent difficulties in the way of progress in this direction, His Honor is not surprised that no trace can as yet be perceived in natives of the Punjab of a *bonâ fide* desire to elevate the female sex; but it is something that Muhammadans, Hindús and Sikhs have so far acquiesced in the known wishes of the Government as to tolerate the education of their daughters.

10. The marked improvement in the educational management of the *Gurdáspur Reformatory* is creditable to Mr. Maconachie, Assistant Commissioner.

11. The progress made in education was not confined to institutions under direct Government control. The number of AIDED INSTITUTIONS increased from 488 to 499, the daily average attendance from 20,825 to 21,956, and the expenditure from private sources rose from Rs. 1,81, 118 to Rs. 2,18,351.

12. In paragraph 113 of the report the Director remarks that 'the existing provision for the education of the poorer Europeans and Eurasians throughout the Province is "inadequate in the extreme." The Director has not stated in full the grounds of his opinion, but the facts stated in the report appear hardly

to bear out the statement he has made. According to the census of 1868, the total number of Europeans and Eurasians of all ages in the Punjab amounted to 19,455 souls, but of these the great majority being soldiers, are unmarried, while others of the better class send their children to England for education, so that "the poorer class of Europeans and Eurasians" to which the Director's remark refers may be roughly estimated at, perhaps, 5,000 souls: to meet the educational requirements of this class there are in the Punjab 1* Government and 11 † aided institutions with an attendance of nearly a thousand children and room for greater number, and the amount contributed by Government towards their education in grants-in-aid alone amounted in 1873-74 to Rs. 41,930, besides building grants, and the yearly entire cost of the Sanáwar Military Asylum. In other words, 1 of every 5 of the poorer European and Eurasian population is being educated in whole or in part at Government expense, and without including the cost of the Sanáwar Asylum, one-twentieth of the provincial expenditure on education is expended on schools for the special benefit of a class representing about one four-thousandth part of the inhabitants. But this is not all; for those unable to make use of special institutions an English education is available at an insignificant cost in the upper classes of all Government and Mission schools. That members of the Eurasian community do not always avail themselves of the educational institutions open to them is unfortunately true; but it can hardly with justice be contended that their educational requirements are neglected by the State.

* Lawrence Asylum, Sanáwar.
† Bishop Cotton's School, Simla.
Punjab Girls' School, Simla.
Roman Catholic Female Orphanage, Simla.
Mayo Industrial School, Simla.
European Girls' School, Dehli.
High School, Lahore.
Anárkalli Girls' School.
Naulakha Girls' School.
St. James' School, Lahore.
Lawrence Asylum, Murree.
Murree cum-Pindi School.

13. Among the schools of the class above referred to His Honor is glad to notice the great improvement of the Lahore High School under the management of the Reverend E. Gulliver, and the continued success of Bishop Cotton's School under the management of the Reverend S. Slater, and of the Mayo Industrial School under the charge of Miss Lockhart. The progress of the Native Christian Girls' School at Lahore and of the Girls' School at Gujránwálah was also satisfactory.

14. In regard to *aided schools* of the *higher class for Natives*, His Hónor notices that candidates from Mission schools were more successful in passing the Entrance Examination of the Calcutta University than those from Government schools, but the results of the Lower and Middle School Examinations were less satisfactory; in the latter the head masters, in the former the subordinate instructing staff, evidently require strengthening.

The progress of the Ludiánah Mission School appears to have been especially satisfactory, and that of the Mission schools of Pesháwar and Ráwalpindi was creditable and encouraging.

15. Among the *aided schools* of the *middle* class for *Natives* that of Fírozpur, under the management of Nand Singh, was remarkably successful; of the rest the cantonment school at Fírozpur, the school at Maghiána in the Jhang district, the Church Mission School at Kángra, the Church Mission School at Dharmsála, the American Mission School at Gujránwálah, and the schools of the Presbyterian Missionaries at Ambálah are deserving of special mention.

16. Of *aided schools* of the *lower class*, the schools at Kyelang in British Lahoul, and those of the Church Mission at Kotgarh and the Baptist Mission School at Dehli are very favorably reported of.

17. Of *aided female schools* His Honor notices the favorable report of the American Mission Girls' School at Hoshiárpur and the Society for the Propagation of the Gospel Mission School at Dehli. The Lieutenant-Governor observes with regret the decrease in the number of female schools in the Siálkot district. As the result is said to have been owing to failure of funds, His Honor presumes it was unavoidable, but he trusts that the District Committee, to whom liberal funds have been supplied, will take early measures for their re-establishment. The female schools in the Jálandhar district and those belonging to the Sikhsha

Sabha at Amritsar appear to have made satisfactory progress. Though the schools of Bedi Khem Singh in the Ráwalpindi and Jhelam districts, which have been lately thrown open to inspection, cannot at present be considered efficient in an educational point of view, yet His Honor concurs with the Inspector in regarding them as most important institutions, being the germ from which we are to look for a better state of things in the future, and he trusts they will continue to receive the local support on which they in part depend.

18. The improvement which has taken place in the Government Normal schools in consequence of the measures noticed in last year's report has already been adverted to, and His Honor desires in this place to record his hearty acknowledgments to Mr. Rogers, the able and experienced Principal of the Christian Vernacular Educational Society's Normal School at Amritsar, for the service he has rendered in gratuitously inspecting and reporting on the Government Normal schools at Dehli and Lahore. It is satisfactory to the Lieutenant-Governor to hear that his opinion of the manner in which both these institutions have been conducted is eminently favorable. The success of his own aided Normal school at Amritsar was marked, and a considerable number of teachers trained in this valuable institution has already been supplied to Government schools. The aided Female Normal school at Amritsar and that under the management of Mrs. Winter at Dehli appear also to have been efficiently conducted; but His Honor regrets that the same good account cannot be given of the Lahore institution. The Lieutenant-Governor will be obliged if the Director will take early steps to endeavour to effect a complete reform in the management of the school.

19. With reference to Section VII. (scholarships) and paragraph 159 of the Report, the Lieutenant-Governor will be glad if the Director will draft for his consideration the general rules he considers advisable for regulating the award of scholarships by district committees and other local authorities.

20. The financial working of the book department appears to have been good. The number of vernacular books issued was 198,127, and of English 21,763. In the translating department some useful works appear to have been issued and commenced, but the progress in this branch of the Curator's Department is not so rapid as His Honor would desire. This, however, appears to be explained by the fact that the time of the translating staff was greatly taken up in connection with the *Urdu Gazette* and other works unconnected with the object for which they were originally appointed. His Honor will be prepared to consider proposals for remedying this evil.

21. Before concluding, the Lieutenant-Governor deems it right to refer to the suggestions made by the Director in the course of his Report for the improvement and extension of education. These may be briefly recapitulated as follows:—prescription of an educational test for candidates for Government employ; making the grant of the fee claimable by village headmen who are minors conditional on their attending school; the extension of instruction in experimental philosophy, and in the elements of Chemistry and Mechanics; the cultivation of æsthetic tastes; the introduction of a system of moral training; the opening of industrial and infant schools; the organization of a general system of physical training; the establishment of a comprehensive system of female education in a few selected districts where such education is more advanced; and, lastly, the establishment of a normal school for the training of district school teachers. These suggestions have been very inconveniently introduced, contrary to repeated orders, into the annual report upon the progress of education, and cannot be here discussed at length; but in reference to the first suggestion His Honor has resolved that from the 1st January 1876 no person shall, save under the special sanction of the Local Government, be appointed or promoted to any office under its control the value of which exceeds Rs. 25 per mensem without producing a certificate of having passed the middle school examination. The others should be separately submitted for consideration; but in reference to these and similar proposals it is to be remembered that the funds at the Lieutenant-Governor's disposal for educational purposes are limited. Under

present financial arrangements the local Government receives only a fixed allowance for Provincial Services, and, whatever may be the increase to the Imperial Revenues of the Province, no share of that increase is allowed for the purposes of education. This being the case, any material increase of expenditure on education can only be met by local taxation, which has within the last few years been fully enhanced. In the benefits of that enhancement the present report shows that the educational service of the Province has largely shared, and under these circumstances no hope can be given of material, if any, addition to the present grant, and the cost of educational progress must be met from private sources and by husbanding and economising existing funds.

22. As the land revenue settlements in the districts of Hazára and Pesháwar have now been brought to a conclusion, the Lieutenant-Governor is not averse to some preparatory steps being taken, though only with the concurrence of the Civil Officers, towards the extension of primary education among the rural Pathán population. His Honor considers that the recent foundation by the District Committee of Pesháwar of some scholarships at the Lahore College for the maintenance of Pathán students indicates a dawning appreciation of the value of modern instruction. It will, however, it is almost needless to say, be necessary to proceed in this matter with extreme circumspection. In the indigenous schools of the Pesháwar district out of 2,570 pupils 2,016 are under instruction in Arabic,—a proof, otherwise abundantly corroborated, of the general reverence accorded to the teaching and literature of Islám. In the Government schools of the lower class the number of pupils is only 752, and among these there are very few Patháns, Sayads, or Mullazádas. There is indeed a strong religious prejudice against the Government scheme of education. On other grounds, the Kháns object to their tenants going to school, and parents of the agricultural class desire no instruction of children already useful in the fields. In the presence of such obstacles the most cautious and conciliatory mode of action is required. But enquiries personally instituted by the Lieutenant-Governor lead him to believe that some of the existing teachers are willing to accept grants-in-aid on the departmental terms; to those—and there are several—who teach Persian well, rewards might be given; and by others presents of Persian and Arabic school books would be willingly received. The exertions of leading men in the promotion of education should always be liberally acknowledged.

23. There is another matter of some importance in regard to which His Honor thinks success may be achieved without material increase of expenditure, and he commends it to the attention of the Director. It is that some special effort should be made to effect an improvement in the pronunciation of the English language by the students of our colleges and schools. Having had opportunities of examining the English classes of Government schools in all parts of the Punjab, and of conversing with the *alumni* of our colleges, His Honor is impressed with the conviction that some effort of the kind is needed. A conventional pronunciation of the English language of an unsatisfactory character is prevalent, and, so far as His Honor can judge, increasing, and will become each year more difficult to remedy. He requests therefore that special attention be paid to this subject by all employed in teaching English to native students; and he suggests, as a measure likely to be productive of some benefit, that a portion of the prizes annually bestowed on district schools and colleges be set apart for rewarding proficiency in English pronunciation.

24. In conclusion, the Lieutenant-Governor is glad to be able to state that he is well satisfied with the administration of the department over which Major Holroyd has presided during the year, and with the exertions of the Inspectors, Principals and Professors. He desires also that his acknowledgment be conveyed to the Civil Officers named in the last paragraph of the Report, and to the local Committees of Public Instruction of Gujránwálah, Fírozpur, Núrpur, Rúpar and Jaghádri, who are specially mentioned in the Report as having evinced an active interest in their duties. Commissioners of Divisions are requested to communicate in such manner as they think best His Honor's approval to the native gentlemen and officials entered in the list given in page 112.

ORDERED.—That the above remarks be printed and circulated with the Report as usual.

By order of the Hon'ble the Lieutenant-Governor,

T. H. THORNTON,

Secretary to Government, Punjab.

REPORT

ON

POPULAR EDUCATION

IN THE

PANJAB AND ITS DEPENDENCIES

FOR THE YEAR 1873-74.

INTRODUCTORY SKETCH OF THE SCHOOL SYSTEM IN FORCE IN THE PANJAB.

Panjab School System.

1. BEFORE proceeding to give a detailed account in the prescribed form of the operations of the present year, it will be convenient to sketch briefly the present constitution of the schools for natives connected with the Educational department, and to indicate the aims and tendencies of the system now in force.

Objects of education.

2. The following should I conceive be the principal objects of every educational system: so to train the mental faculties that any duty undertaken in after life may be carried on with intelligence; to impart information that will prove of practical use in years to come, so to train the eye and the taste that the most humble may derive pleasure from beauty in nature and in art; to train the moral feelings, so that the schools may turn out good men and good citizens; and to develop a healthy body by a judicious course of physical training. These advantages should be offered to all classes; and beyond this, arrangements should be made for affording on the one hand, to those of a higher station a superior training fitted to their position in the social scale, and, on the other, for enabling the poorest student who shews exceptional intelligence, to acquire in his early years the knowledge that is essential in order to give full play to his talents when he reaches man's estate. It will be interesting to consider how far, and in what respects, the system pursued in the Panjáb falls short of this ideal; and whether it is so constituted as to be capable of development, in a manner that will justify the hope of attaining the proposed standard hereafter.

Sketch of Educational institutions under the Department.

3. Let us consider first the existing establishments for the education of native boys. Under the direct control of the Department we have the Lahore and Dehlí colleges and the normal and zil' schools, with their branches. Zil' schools consist of three divisions—the lower, the middle and the upper school, though in the majority the upper school is at present wanting. The lower school contains two classes, the middle school four classes, and the upper school three classes. The first class is the lowest, the ninth class the highest ; and the course of study extends over nine years. After passing through the lower school a boy must undergo the Lower school examination, by which his knowledge in reading and writing the vernacular, and arithmetic to compound division, is tested ; this qualifies him for admission to the middle school ; and in like manner, he must pass the Middle school examination (in translation from English into Urdú and *vice versâ*, grammar, geography, the history of India, Urdú and Persian) in order to gain admittance to the Upper school, and the entrance examination before his name can be enrolled in the college classes, Two years after entering college he undergoes the first arts examination, and two more years of study should enable him to obtain the B. A. degree. After a further interval of one year he can be examined for honors, and if successful the degree of M. A. will be conferred on him. Thus, if a boy learns the alphabet at the age of seven years, and goes through the complete course successfully, he should matriculate at sixteen, (the minimum age allowed by the University) and at the age of twenty-one complete his education.

Schools under the control of district officers, and constitution of vernacular schools.

4. A small number of Anglo-vernacular schools (resembling zil' schools but with an inferior staff of masters) and all Government vernacular schools, except those intended for training teachers, are under Deputy Commissioners. The classification of vernacular schools corresponds exactly with that of zil' schools. They comprise a lower department, a middle department, and an upper department (though only one school possesses such a department at present). In the lower department the course of study is exactly the same as in the lower department of zil' schools. In the middle department Euclid and Algebra are substituted for English. Vernacular schools of the middle class are those which contain no upper department, and they consist, like middle class zil' schools, of the lower department containing two classes, and the middle school proper with four classes. Primary schools occupy an intermediate place between middle and lower schools. They consist of four classes, two corresponding with the lower school, and two with the third and

fourth classes of middle schools, ; and there is a primary school examination for boys who have completed this course of study.

The acompanying scheme shews the arrangement of classes more clearly:—

	9th Class	Upper School.
	8th Class	
	7th Class	
	6th Class	Middle School.
	5th Class	
Primary School	4th Class	
	3rd Class	
	2nd Class	Lower School.
	1st Class	

Aided institutions.

5. There is a large number of schools aided by Government, and open to Government inspection but not under Government control. The great majority of these schools are maintained by Missionary Societies, and the course of study is for the most part similar to that pursued in zil' schools, with the addition of some religious instruction.

The number of students attendings colleges, and zil' schools.

6. There are altogether 26† zil' schools. The lower departments are usually scattered about the town in the form of branch schools, but all are subject to the head of the main school. They contained at the close of the year 7,874 boys. The middle departments contained 3,238 boys and the upper departments 327, so that the total number was 11,439.‡ There has been a steady increase of numbers in all departments. The total number of boys three years ago was 7,905, and in the middle departments the number has more than doubled in the space of three years. In middle and lower schools the character of the education imparted has improved considerably. The number of boys who passed the middle school examination rose in two years from 31 to 131.§ In upper schools the results are not so satisfactory, but I hope for great improvement in the course of two or

* Eventually lower schools will probably be made to correspond with primary schools, and the standard of middle and upper schools will be raised proportionately. At present it is an unavoidable defect in the classification that primary schools contain some of the classes of the middle school proper.

† 24 zil' schools proper—1 Anglo-Arabic School, 1 Anglo-Vernacular School Firozpur.

‡ I have included the Firozpur school, which is managed and organized like the others, though maintained on the grant-in-aid system, the Anglo-Arabic school at Dehli and branches of zil' schools maintained on the grant-in-aid system.

§ This was in 1872-73. The last examination also shews good progress, though the standard having been changed the actual number who passed was not so great, *vide* para 83.

three years. The colleges where the number of scholars depends very much on the number of scholarships available, contained at the close of the year 77 students.

Curriculum of studies in zil' schools.

7. The standard of instruction in zil' schools is by no means perfect, but it improves from year to year, and the improvement may be accelerated by various measures to which I shall briefly refer hereafter. On the whole the curriculum is satisfactory as far as it goes, and it will be rendered much more so when contemplated improvements by the introduction of certain new text books can be effected. There is however no provision for teaching science, and until within the last few months no attempt has been made to give instruction in drawing or in any technical subject. Recently drawing and surveying masters have been appointed in the five principal schools. Until lately Arabic and Sanskrit were taught to all boys in the upper department, but many of them have discontinued the study of these languages since Persian has been recognized by the University. These boys will be able to devote four hours a week to drawing and mensuration, and such of them as desire to enter the Public Works Department will receive instruction in surveying for a year after matriculation, so as to enable them to pass the first examination in civil engineering of the Panjáb University College. Voluntary classes in elementary science might be formed now in some localities, though it is undesirable to lay much extra strain on the boys of the upper department at present. Eventually I believe an hour a day may be given to the study of science by all boys in the upper department without the necessity of lowering the standard in any other subject; and in the middle school it can be taught to boys who do not learn Arabic or Sanskrit.

Provision for technical instruction in Government schools.

8. The general knowledge acquired by the boys will be of practical use in after life whatever may be their calling. To a large proportion the instruction imparted in English affords the means of supporting their families, often in much greater comfort than their forefathers could have hoped for—and the instruction in surveying, for which provision has now been made, will supply a want felt by Government, whilst it will at the same time place lucrative employment within the reach of an increased number of students. Yet, if we stop here, there will be danger for the future: boys are generally sent to school in the hope that they may qualify themselves for Government employment, and it is no doubt desirable that Government should take special means to secure the services of the most able. The majority however cannot be employed by Government, and it is of great importance that their attention should be directed to other pursuits. For this purpose we require technical schools.

Physical training.

9. Much has been done of late years for physical training by encouraging cricket, gymnastics and manly sports of all kinds. In such pursuits the boys of the Amritsar school have particularly distinguished themselves; and yet the Civil Surgeon states that he is obliged to reject the great majority of applications for certificates of fitness for Government service: he believes the evil is increasing.

The fact is that the majority of boys do not share in these occupations that are so enthusiastically taken up by a comparatively small number, and a more general system of physical training appears to be imperatively required.

Moral training.

10. With reference to the question of moral training, Mr. Pearson pointed out in the annual report for last year the fallacy of the notion that the religious neutrality of Government schools excludes the moral side of education. On this subject he writes as follows:—

"The existence of God, and the sufficiency of conscience as a rule of conduct are recognized by all classes who attend our schools, and assumed in our schemes of study and in all the relations between master and scholar. The Christian Missionary who appeals to principles which are not admitted by his pupils is practically confined within the same limits."

No doubt the pupils who attend our schools believe in the existence of God; and the books we teach are pervaded by a healthy moral tone; and the moral influence of the masters often exercises a very beneficial influence. But morality is not taught on any system. A boy acquires in a desultory way certain general ideas of right and wrong, but they rest on no sure basis; and he has no standard to refer to in cases of doubt and difficulty. The importance of *systematically* training the feelings and the moral perceptions of boys attending secular schools is felt and acknowledged by the ablest men of the present day. The natives of India also feel this want, and, complain that we do not teach 'akhláq.' School boys however will derive little advantage from a formal treatise on ethics or from a book full of moral precepts. A good selection from English literature is far preferable to this. It seems desirable that a master should avail himself of every opportunity in the course of ordinary lessons and otherwise of imparting moral instruction rather than attempt to teach it from any given book; still he must understand thoroughly what the principles are that he ought to teach and how they can best be taught. He should be imbued with a sense of the importance of the subject, and trained to a system that will enable him throughout the whole school course to educate the feelings and to instil into his pupils a definite system of morality. The question is one of great importance to the future welfare of India. A complete solution of the

problem is not to be expected at present, but it is desirable that attention should be drawn to it, as the difficulty up to the present time has been too often ignored.

How far do our zil' schools fulfil the requirements of a sound educational system.

11. If we consider how far our zil' schools fulfil the requirements set forth in the second para, we find that they are popular and that the attendance increases rapidly, that the instruction given in the lower and middle departments steadily improves, and that similar improvement may be expected in the highest classes. The curriculum is well calculated to train the mental powers of the boys, but it is defective as science finds no place in it. Arrangements will be made gradually to supply this want. The literary instruction given to the boys enables them to obtain a respectable livelihood, and supplies many valuable servants to the State. There has hitherto been no attempt at technical education in the province, though some of our students have greatly distinguished themselves at Rúrkí. Surveying will now be taught in our principal schools, and I hope that during the current year several industrial schools will be established. If these meet with the success that I anticipate they may lead eventually to great results in developing the material prosperity of the province, and in directing the intelligence of the country to new fields of employment. Hardly any attempt has been made till recently for the cultivation of æsthetic tastes. The introduction of drawing in our principal schools will prepare the way, and when the proposals of the Panjáb Government for the establishment of a school of art can be carried out, this institution will, I trust, be so organized that its effect may extend to all parts of the province. A normal college to train teachers for zil' schools for the North West Provinces and the Panjáb was proposed by the Panjáb Government. If this recommendation should not be carried out, I hope that a normal class may be formed for the Panjáb, and in either case the masters or professors should be chosen with special reference to their ability to train the moral feelings. Although a certain proportion of our schoolboys excel in manly sports, the majority receive no physical training. Proposals for the introduction of a general system will be submitted to Government.

Education of the higher classes, and encouragements offered to students of superior ability.

12. A certain number of boys in each district are selected by Deputy Commissioners from vernacular schools, and sent to the zil' school on scholarships; there are also a certain number of scholarships tenable in upper schools and open to competition. These are awarded by the department according to the results of the middle school examination; hence the poorest boy who shews special ability may obtain

the best education that the province affords. Our colleges offer to the sons of the aristocracy of the province, and the richer classes generally, an education that would fit them to adorn the position in life to which they are born. Unhappily these advantages are for the most part offered in vain. Many of our college students are of very respectable families, but almost all look to Government service as a means of livelihood. The desire for knowledge, or wish to qualify themselves for higher employment, induces them when they have completed their school course to accept a scholarship rather than to seek for appointments carrying with them higher emoluments. They are generally married men, and can rarely afford to attend college unless provided with scholarships. The question of a special school for the sons of chiefs and sardárs is now under the consideration of His Honor the Lieutenant Governor. A school of this kind if successful would supply students of high birth to the University. The urgency of such a measure is apparent, for it is a vital principle in the policy of Government to enlist the aid and the sympathy of the native aristocracy in our rule, and this policy cannot succeed in the long run if they are allowed to fall below the general standard of intelligence and cultivation.

Proportion of boys of a school-going age who attend schools.

13. The next point to consider is what proportion of the boys of a school-going age in our cities and principal towns are taught in existing establishments. The number of boys attending 25 zil' schools* and their branches is 11,222. In some of the towns where these schools are situated there are also Mission schools. The latter contain 4,298 boys. Altogether, in 24 towns, with a population of 6,97,409, there are 15,520 in the Government and Mission schools, or about 2·22 per cent. The per-centage varies greatly in different localities, and it is not so high in the very large towns as in some of the comparatively small ones. The highest per-centage is 5† per cent, and the lowest is ·94 only. It must be remembered that the great majority of these boys attend either schools where English is taught or preparatory branch schools. Caste is not formally recognized, but in both Mission and Government schools sweepers and chumárs are virtually excluded. A few special schools for chumárs have been opened by the Baptist Mission at Dehlí, and some boys of the higher castes also attend.

Government schools	11,222
Mission do.	4,298
	15,520

Schools for artizans, infants, and low castes.

14. A comparatively small proportion of the children of artizans attend our schools, and these are chiefly boys who hope to obtain Government employment. We are beginning in some locali-

* I omit Gurdáspúr, where the school is composed to an unusual extent of boys from the district, and include Firozpúr.

† This is a very high per-centage of schoolboys when the conditions of the Indian society are taken into account.

ties to find great difficulty in providing accommodation for the boys who desire an English education, and in a few cases boys have been turned away. We shall have to place a limit on numbers, and to require those who wish to learn English to bear a greater share of the cost. This is not a question of much difficulty, or one on which I need dwell here, but there is at present no special provision for the education of artizans, of infants, and of children of low caste. I have already spoken of industrial schools, where a good elementary education will be combined with technical instruction. If successful they would fulfil a double purpose: first, by giving birth to new industries and developing those which already exist, and, secondly, by inducing the artizans to avail themselves of the instruction offered in general knowledge, thus removing the idea that education and industrial pursuits cannot go together, and that a boy who goes to school is rendered unfit to pursue his hereditary calling.* The establishment of infant schools would be a most useful and popular measure, and the time has now come to consider how it can best be carried into effect. If one such school can be established successfully the system may be gradually extended. By this means the standard of the existing lower schools will be raised, since new comers will be no longer entirely ignorant, and they will acquire in the lower school a knowledge of reading, writing and arithmetic, that will be of practical use to them in after life even should they carry their school studies no further. These two measures, the establishment of infant schools, and the organization of a system of technical instruction, will, it may be hoped, extend the advantages of primary education to a very much larger number of boys. The establishment of schools for the lower castes must be carried out by degrees, and with caution. In the case of the chumárs there is ample room for technical instruction. By the time that education amongst this class becomes general, the desire for knowledge will probably have reached still lower, and the strong prejudice which now exists on this subject will have almost disappeared.

Need for more zil' schools.

15. In 14 towns, with a population of 3,33,337, there are mission schools containing 3,544† boys, or little more than one per cent. In one small town only does the proportion of boys exceed 2 per cent of the population. As a rule, the education provided where only mission schools exist is much less adequate than in localities where there are both mission and Government zil' schools, or zil' schools alone. Now the proportion of boys

* It may be observed that in many of our lower schools 'pádhas' are employed, who give elementary instruction in the system of arithmetic and accounts that prevails amongst the trading community. Many boys are thus attracted to our schools, where of course they learn also the subjects ordinarily taught. Industrial schools would have a similar effect.

† At Peshâwar and Ludiána there are in addition aided vernacular schools, containing respectively 350 and 142 pupils. Many of these however, especially at Ludiana, come in from the district.

attending the mission school at Gujránwálá, where there is a large and popular Government school, is greater than at eleven out of the fourteen mission schools where there is no such rivalry; and I feel convinced that additional zil' schools might be established without in any way injuring the mission schools now in existence. At present, however, any additional funds that may be available for educational purposes can be much more profitably spent than in adding to the number of zil' schools. The desire for English education is so great that means will assuredly be forthcoming within the course of a few years to supplement the upper and middle departments of mission schools, where these are found insufficient. It is however essential that steps should be taken in such places to provide adequately for primary education.

Provision for primary education from municipal funds.

16. In the last para but one I have indicated the means required to extend education amongst the classes in large towns who now hold aloof. These must be initiated by the Educational department, but it appears to me that primary education generally might be made to afford great scope for local energy. I think that the municipalities of large towns should be required to make adequate provision for the primary education of all classes, and in return local committees might be entrusted, subject to certain necessary restrictions, with the entire management of lower and primary schools, which now rests with the department. It may be possible to introduce this system experimentally in a few selected towns, and should it prove successful it might then be made general and compulsory. I shall recur to this subject again when treating of controlling agencies, *vide* para 51.

Vernacular schools under the management of Deputy Commissioners.

17. Let us now turn our attention to schools under Deputy Commissioners: These consist, as explained in para 4, of primary schools with four classes; middle vernacular schools divided into the lower school with two, and the middle school proper with four classes; and a small number of anglo-vernacular schools. There is at present only one school that contains an upper department. Successive reports have shewn a diminution in the number of vernacular schools. This was due to two causes. In the early days of the department when schools were in process of formation a large saving accrued from the income of the one per cent educational cess; subsequently, for a long period, the expenditure exceeded the income and the balance was paid from the saving above-mentioned; when this saving was exhausted, there being no other funds available, it became necessary to reduce the expenditure,

* Some of these are maintained on the grant-in-aid system, in whole or in part.

and consequently the number of schools. Again, a large number of the teachers received very inadequate pay, and it was considered essentially necessary to raise their salaries. This could only be effected by a further reduction in the number of schools. Of the latter measure the good effects could be fully seen after the lapse of a considerable time only, whilst the diminished attendance was a fact immediately apparent; and hence a falling off in the education of the province was too often hastily inferred, notwithstanding that the popularity of the schools and the average number of boys in each school had surely and steadily advanced. The new system of finance has placed additional funds at the command of district authorities, and the falling off in numbers is now a thing of the past. At the close of 1872-73 the total number of primary and middle class schools under the management of Deputy Commissioners was 1,139, and the number of boys 55,012. At the end of the year under report there were 1,252 schools containing 64,008 boys.

Rise of the standard of education in vernacular schools.

18. The standard of education in vernacular schools during the last few years has steadily risen; and we may look for more rapid progress in future, as recent measures have resulted in our obtaining a better class of men as students in our normal schools, and these institutions have greatly improved, though they are still far below the standard to which they should attain eventually.

Provision is to be made for teaching in vernacular schools, science, drawing, morality, &c.

19. Hitherto no provision has been made in connexion with vernacular schools for teaching science, drawing, or technical knowledge, for systematic instruction in morality, or for physical training. For all this arrangements will, I hope, be made in time; and the first step will be to take measures for the further improvement of normal schools, where instruction in elementary science will be introduced at once.

Technical education will enable many of our scholars to find employment.

20. As in zil' schools so in vernacular schools the majority of boys attend in the hope of obtaining employment. I think that the best scholar if otherwise qualified should certainly have a preference for service under Government; and in connexion with this matter I shall bring forward again the question of requiring certain qualifications from all candidates for Government employment. It would be of advantage to Government to obtain as servants men with the widest range of information, and the exaction of an educational test would do much to promote education. Whilst, however vernacular education decidedly above the common combined with other qualifications should be an almost certain road to employment, and a fair amount of knowledge should be exacted from all, it is most desirable that the attention of the mass

of boys should be directed to other pursuits. A fairly educated class looking to Government for employment and finding none may become a source of danger to the State, by the general spirit of discontent that it will do all in its power to foster. The extension of railways and the development of the resources of the country will increase the demand for English scholars, but the munshí class is not likely to find greater scope for employment than at present. The remedy for the apprehended danger I believe to lie, as I have already intimated, in the development of technical education.

Spread of the desire of education amongst the agricultural class, and special organization of schools for agriculturists.

21. Amongst the agricultural class our schools steadily advance in popularity. There have been instances when a Government school has been closed, of the agriculturists subscribing to maintain a school of their own, and petitioning that it might be subjected to the examinations and the general discipline of the department. During the past year also, in some villages aided schools have been established, to which the villagers subscribe in cash or kind. Other indications shew that the desire for instruction amongst the agricultural class is extending. Attendance is less regular, especially at particular seasons of the year, than in other schools, and many boys who attend school absent themselves from time to time when their labour in the fields is required. On the other hand, it often happens that boys who go to school entirely abandon field pursuits, and if they do not gain appointments their parents complain that they have been rendered perfectly useless, as they cannot obtain munshí's work and are not fit to follow the plough. Here again we encounter danger similar to that to which I have referred above—the danger of turning away the children of the soil from their hereditary occupation. Mr. J. G. Cordery, who at present holds charge of the Gujránwálá district, is about to introduce experimentally 'the half time system.' If two classes come in the morning and two later in the day the teachers will be able to give their whole attention to the classes that are present, and it is possible that the boys may be taught nearly as much as if they attended the full time. There are some practical objections to the scheme, which those most familiar with the subject have pointed out to me, but it certainly merits a trial. Other measures to effect the same object are under consideration, but I need not say more about them at present as they are not yet fully matured.

Per-centage of scholars to population.

22. I have shown above what is the proportion of boys under instruction in towns where there are zil' or mission schools. It remains now to consider what proportion the boys attending school

throughout other parts of the province bear to the population at large. The total number of inhabitants is 1,75,96,698 ; of these, 19,72,656 are residents of towns of which the population exceeds 5,000. Deducting 10,30,746, the inhabitants of the 38 towns we have already considered, there remain an urban population of 9,41,910 who live in towns with from 5,000 to 17,000 inhabitants, and a rural population of 1,56,24,042, making in all 1,65,65,952 with whom we are now concerned ; of these, 69,358 are attending schools for the most part under the management of Government officers. This gives a per-centage of ·41, or little more than 4 boys out of a thousand persons. In the frontier districts, and in some districts with a scattered population, the proportion is of course very small, and in none does it rise much above 6 per thousand.*

The per-centage of scholars to population will be increased by the establishment of industrial schools and schools for agriculturists.

23. The per-centage in all districts is no doubt very low at present, but it will assuredly increase from year to year, especially if industrial schools and special schools for agriculturists should prove a success. In the more advanced districts the numbers might be enormously increased at once if funds were available for establishing many new schools. In my opinion, however, the number of schools should be increased gradually and as competent teachers can be supplied. It is much better to delay the establishment of new schools for a time even where funds are available than to appoint inefficient teachers, and caution is required in this matter. This is more especially necessary when it is remembered how very small an amount is at present spent in most districts on female education, and the great increase of expenditure that will be absolutely necessary in the course of a few years if girls' schools are to be adequately supported. On the other hand, the extension of female education will beyond all question stimulate very powerfully the desire for education generally ; and thus only shall we be able with the concurrence of the people to raise the very large amount that will be eventually required if a really national system is to be elaborated.

Position of the women in India with regard to education relatively lower than before.

24. It has been truly remarked that the present system of education in India is calculated in some respects to place women relatively in a lower position than before. The wives and sisters of men who have taken their degree at the university are too often left in absolute ignorance, and it is evident enough how greatly the ignorance of the women must retard the moral and mental development of the other sex.

* Excluding Simla district, which has a small population and schools at a few of the principal parts.

25. This seems to have been felt very strongly by Sir Robert Montgomery when he was at the head of the Government. At that time there was the greatest prejudice against female education. A very few years before, the establishment throughout the province of boys' schools had been viewed with great suspicion. The people generally had not been taught to admit in theory though they might not feel that education was a good thing for boys, but there still existed a strong prejudice against the Government system; native officials even would often use their influence to retard the progress of Government schools. It may be easily imagined how strong at this time was the feeling against female education; and the establishment of Government schools for girls would have been viewed with absolute abhorrence by the great mass of the people. This being the state of the native mind the Educational department was utterly powerless to render any assistance in the matter. Sir Robert Montgomery however was determined to make an effort, and he brought his personal influence to bear on the heads of native society. Several district officers were quick to take up the idea, and the result was the establishment of a large number of girls' schools, principally in the cities of Lahore and Amritsar, and in the Jálandhar, Siálkot, Gújrát and Ráwalpindí districts. All these schools were entirely under native management. There was no regular system; or scheme of studies or arrangement for inspection, and no guarantee that anything was taught, or in some cases that the schools themselves existed except on paper. It was however a great step that a large number of female schools should be established, inefficient though the majority of them might be, with the concurrence and through the instrumentality of the native community themselves.

Measures taken by Sir Robert Montgomery for the establishment of female schools.

26. The first attempt at reform in the schools thus established was made by Mr. C. U. Aitchison, the present Foreign Secretary to the Supreme Government, then Commissioner Lahore Division. Through his influence the schools at Lahore were placed under the superintendence of a European lady superintendent, the number of primary schools was reduced from 97 to 8, and the normal school was re-organized. There is still much however in these schools that is very far from satisfactory. The schools that were next reformed were those at Amritsar. There were at that time 115 primary schools, and a so-called normal school, all taught by men. A well qualified lady superintendent was appointed, who was required to superintend the normal school and visit the primary schools, which were reduced to 40. It was not thought desir-

Re-organization of female schools.

able to make such a wholesale reduction as had been carried out at Lahore, and it was arranged that women, if possible relatives of the men who taught in the primary schools, should be sent to the normal school so that they might be qualified after going through a course of instruction to take charge of the primary schools. Most of the latter have now been provided with female teachers. They contain at present 1,110 girls; and of these a considerable number are well advanced in reading, writing, arithmetic and geography. Some of them learn Persian, and read and translate with intelligence. Many of these schools are far superior to the primary schools for boys that were in existence twelve or fifteen years ago. In the Jálandhar and Siálkot districts there are 1,419 girls attending primary schools, and there are normal schools at the head quarters of these districts. These normal schools seem to fail in their object of supplying trained teachers, as villagers will not accept strangers as teachers and will not send in women to be trained.

Female schools established by Bedi Khem Sing in Ráwalpindi and Jhelam districts.

27. The primary female schools in the Ráwalpindí and Jhelam districts were established by Bedi Khem Sing. They are 51 in number, and contain 1,864 girls, mostly Hindus. They are supported chiefly by grants-in-aid from district funds. The private subscriptions are for the most part in the shape of contributions in kind. These schools have been recently thrown open to inspection. In only one instance was any objection offered to their being examined by the Inspector during his recent tour; whereas the schools in many districts can be visited only by a lady. The examination was generally conducted in an open court or square, and the mothers and female relatives of the girls crowded the neighbouring house-tops and shewed great interest in the proceedings. The pupils are generally very young, and not very tidy or clean, whilst the arrangements for teaching are irregular in the extreme; needlework, knitting and embroidery are however taught with considerable success; and the schools are beyond doubt of very great value, not for the education they now impart but for the means they afford of organizing a better system for the future.

Female schools maintained by the several missions.

28. At Dehlí there is a female normal school which has done good service, and there are 5 primary schools under the S. P. G. Mission. Altogether in various parts of the province there are 35 aided mission female schools, containing 1,249 girls. Zanána teaching also is carried on at Lahore and Amritsar* and by the S. P. G. and Baptist Missions at Dehlí, where

* Statistics are not shewn, as no grant-in-aid is given, and consequently monthly returns are not submitted.

it has met with great success. All these schools are of great value, and the zanana teachers especially are able to give instruction in families that would not send their girls to a school.

Female schools under the management of district officers.

29. Exclusive of the schools at Amritsar and Lahore and in the districts of Jálandhar, Siálkot, Ráwalpindí, and Jhelam, there are 80 female schools under the management of district officers. Very many of the schools at first established were found to be of no practical utility, beyond the provision of a modest income to the maulaví or pandit in charge ; and the tendency of late years has been to abolish all such schools. Hence our returns have shewn a constant falling off in the number of female schools and the number of pupils.

As with boys' schools so with female schools however, the tide has now turned ; both in Government and in aided schools the numbers have increased, and there are altogether 770 more pupils than there were at the beginning of the year.

General remarks on female schools.

30. It will be seen from the foregoing remarks that we have in some few towns a number of primary schools that are fairly taught, and that several districts contain schools that afford very promising material for future operations. One curious feature in some districts is that girls' schools exist in villages where there are no schools for boys ; whilst villages that possess flourishing boys' schools shew no desire for female education. It often happens too that where there are boys' and girls' schools in the same town, they are attended by the children of different classes. In the latter case the girls are generally I believe of poorer parents, and some special inducement is held out to them to attend. Where female education is popular in particular villages this may perhaps be attributed chiefly to the local influence of the teachers.

Systematic organization of female schools.

31. The proper course to pursue now is I think to organize if possible a comprehensive system in a few selected districts where female education is most advanced, so that these may serve as models for the remaining districts of the province. There appears to be no reason why female schools should not in the course of a short time prove quite as efficient as those for boys, if the necessary funds are forthcoming. It is evident however that if the instruction of girls is admitted to be as important as that of the other sex, and if it is to receive encouragement in any way approaching that which has been afforded to boys' education, a very large expenditure will be required before many years have passed.

Review of the existing school system.

32. I have now sketched briefly the existing school system. It has been shewn that there is a steady tendency to improvement in boys' schools and that their popularity is rapidly extending. At the same time I have endeavoured, with special reference to what I conceive to be the requirements of a good system, to point out defects and to indicate how they may be remedied. Some of the proposed measures, especially those connected with technical education, should be to a great extent self-supporting; but a truly national system will involve a greatly increased expenditure. The people will no doubt contribute of their own free will in the course of a few years a much larger proportion towards the cost of education, especially of English education, than they do at present. It is for girls' schools however that additional funds will be more especially required. To raise female education to a standard more nearly approaching that of the boys, is a matter of pressing importance, and the organization of a comprehensive system of female education in districts where there is any immediate prospect of success, should be our first effort. In any district the presence of a considerable number of fairly instructed women would raise immensely the general standard of education and the desire for instruction amongst all classes. The education of boys should begin at home, but this can be the case only where women are well informed; if they are left in ignorance their influence must produce a contrary effect and retard the advancement of the boys. It has been shewn that we have in some districts very promising material on which to work, and the development of a good system of female instruction in such districts would have a greater ultimate effect on the education of boys than if we were now to double the number of boys' schools. When female influence helps to stimulate the desire for knowledge it may be possible to raise the funds that will be necessary to extend the benefits of education to all classes.

GENERAL STATISTICS.

Assignments made from provincial services, educational cess, and local rate, for the year 1873-74

33. In the budget for 1873-74 provision was at first made for an expenditure (including Rs. 2,750 for printing) of Rs. 9,18,162 to cover all charges. Of this Rs. 5,50,970 was provided from Provincial services, and Rs. 3,67,192 from the Educational cess and Local rate, in the proportion of Rs. 2,19,283 from the former and Rs. 1,47,909 from the

1. Cost of subordinate inspection.
2. Cost of vernacular schools other than those maintained in municipalities.
3. Grants-in-aid to the above.
4. Scholarships in the same.
5. Half cost of normal schools.
6. Cost of scholarships in normal schools so far as they are given to village teachers.

latter. It was subsequently determined that only the charges noted in the margin, amounting in round numbers to Rs. 2,70,000, should be debited to the Educational cess and the Local rate; and an addition of one lakh was made to the assignment from Provincial services, so as to provide a sufficient amount from that source to cover other kinds of educational expenditure. It was arranged at the same time that, after meeting the charges above enumerated, the balance of the amalgamated Educational cess and Local rate assignment for the whole province should be placed at the disposal of District committees. Circulars were issued in accordance with these arrangements, shewing how the various charges should be met, and the balance that would remain at the disposal of District committees.

In July 1873 a further change was made in the financial arrangements of the province. A 'General local fund' was formed, which was to include the Local rate, the Educational cess, and other local revenues. Certain charges were to be met from this General local fund and the balance was to be distributed amongst districts in proportion to their revenue. The cost of subordinate inspection was now transferred to Provincial services, and the assignment was fixed at Rs. 6,65,667. The cost of primary, female, and middle class vernacular schools situated in municipalities (constituted under Acts XV of 1867 and IV of 1873) was to be charged to the General local fund; and the charges above enumerated as debitable by the first arrangement to the Educational cess and Local rate, with the exception of the cost of subordinate inspection were to be paid from District funds. The assignments now stood as follow: Provincial services Rs. 6,68,417-10-0, * General local fund Rs. 34,923, District funds Rs. 2,27,649-6; total, Rs. 9,30,990. The amount shewn above as payable from District funds included all charges which District committees were bound to defray, and the balance which they had been previously authorized to expend was no longer at their disposal. Although however under the new arrangement no fixed sum was available for expenditure on education, District committees had it in their power to expend from District funds on educational purposes any sum beyond the actual assignment that they might be able to spare from the assignment made to them by Government for general purposes.

*Including Rs. 2,750 for printing.

34. The actual expenditure from Provincial services was Rs. 6,12,115, from the General local fund Rs. 36,559, and from District funds Rs. 2,29,734 or Rs. 8,78,408 in all. Thus, of the assignment from Provincial services Rs. 56,302 lapsed to Government,

Actual expenditure from provincial services, general local fund and district funds during 1873-74.

whilst the expenditure from the General local fund exceeded the assignment by Rs. 1,636, and that from District funds by Rs. 2,085. In the former case the excess was due to the organization as regular municipalities of certain towns, and the consequent payment from the General local fund of the cost of the schools there maintained. District committees again established many new schools, and expended from the funds at their disposal a considerable sum in excess of the expenditure that they were under an absolute obligation to incur in order to maintain existing institutions.

Principal heads of expenditure from provincial services.

35. The principal heads of expenditure from the Provincial services are shewn below:—

Direction (including patronage of literature)...	Rs.	37,734
Inspection	„	1,16,732
Colleges	„	49,431
Zil' schools	„	1,34,342
Normal schools	„	17,946
Jail schools	„	5,627
Grants-in-aid	„	1,92,977
Rewards	„	7,330
Book Depôt	„	49,996=6,12,115

The Book depôt realized Rs. 59,198 by sales during the year, and fees credited to Government amounted to Rs. 11,348, so that the actual expenditure from Provincial services after deducting the income was Rs. 5,41,569.

Detail of savings from the assignment from provincial services.

36. The principal items of saving are the following:—

Rs. 12,720 on direction, 6,254 on inspection, 11,919 in colleges from salaries and scholarships, Rs. 18,531 in zil' schools, (from salaries especially of drawing masters appointed late in the year and the assignment for scholarships and libraries), Rs. 3,000 provided for Roman Catholic girls' school at Murree not established, Rs. 3,861 for other grants, and Rs. 1,500 for catalogue of oriental works. For expenditure on jail schools on the other hand, amounting to Rs. 5,627, there was no provision in the Educational budget.

Prominent features of the statistics for 1873-74.

37. The returns shew an increase of 12,790 in the number of pupils borne on the rolls at the end of the year, and of 6,567 in the average attendance. The largest increase is in vernacular schools, but in the middle department of zil' schools it is very great in proportion to the number. It is satisfactory also to find that the number of girls under instruction has risen from 8,656 to 9,426.

The increase of numbers in the upper classes too is very great in schools of all grades ; thus in zil' schools the number of boys above the 2nd class has risen from 2,590 to 3,108, the number above the 4th from 877 to 1,093. In middle class vernacular schools the number of boys above the 2nd class has risen from 2,577 to 3,107, and above the 4th from 762 to 949. In primary schools the number of boys above the 2nd class has risen from 7,250 to 8,613. The total expenditure, exclusive of buildings and grants for buildings, endowments, libraries and the Panjáb University College, has risen from Rs. 10,45,445 to Rs. 10,90,929 ; or, inclusive of these items, from Rs. 11,15,156 to Rs. 11,41,615. It is worthy of remark that though the number of pupils is now considerably larger than at any former period, the number of schools is still less by nearly one-fourth than it was five years since, before the reductions, for reasons to which I have already referred, were carried into effect. During the year under report, whilst the number of schools has been increased by 7·7 p. c., the number of pupils has risen by 14·1 per cent. Fees have risen in Government schools from Rs. 16,135 to Rs. 19,153 ; and in aided schools from Rs. 18,879 to Rs. 22,443.

Remarks by Mr. Alexander regarding general statistics of schools in the Lahore circle.

38. Mr. Alexander, the Inspector of the Lahore circle, writes as follows regarding the general statistics of the schools in that circle :—

"The whole number of schools in the Lahore circle at the end of the year under review was 920, or 65 more than at the beginning of the year. Government schools, including branches of zil' schools, increased from 631 to 701, and aided schools decreased from 224 to 219, three schools of the lower class and two female schools having been closed."

"In every respect the results of the year's work show a considerable advance upon the previous year. The number of boys entered in schools of all classes increased from 42,407 to 48,357, or by 5,950. In Government schools there were at the end of the year 38,775 boys, an increase of 5,313 during the year, and in aided schools there were 9,582 boys or 637 more than at the beginning of the year. In like manner the average daily attendance increased in Government schools from 27,542 to 30,002, and in aided schools from 7,226 to 7,398, giving a total increase of 2,632 boys."

"The income derived from fees has been steadily increasing for several years, and is now Rs. 11,000 more than it was three years ago. In Government schools the amount realized was Rs. 15,150, or Rs. 2,440 more than in the previous year. In aided schools the increase was Rs. 812, that is, from Rs. 11,115 to Rs. 11,927. The total amount collected amounted to Rs. 27,077, an increase of Rs. 3,252 on the previous year."

General statistics of schools in the Ambála circle.

39. Mr. Cooke, the Inspector of the Ambála circle, observes that—

The number of schools in his circle, apart from those intended for Europeans and for special and professional training, has been raised from 439 to 473, and the number of pupils

has increased from 19,366 to 22,433, so that though the increase in the number of schools is less than 8 per cent the attendance is 16 per cent higher. He points out that whilst in Government boys' schools the cost of education is higher than in aided schools, the reverse is the case in female schools, owing to the fact that there are no Government girls' schools under European superintendence."

Remarks by Mr. Dick regarding general statistics of schools in the Ráwalpindí circle.

40. Mr. R. Dick, the Officiating Inspector Ráwalpindí circle, writes as follows :—

"This circle now embraces the following districts :—Ráwalpindí, Jhelam, Gujrát, Sháhpur, Hazára, Pesháwar and Kohát. The educational agencies at work throughout the circle will be seen from the following comparative statement for the past two years of schools of all kinds, whether wholly supported by Government or by grants-in-aid."

Comparative table of educational statistics of the Ráwalpindí Circle for 1872-73 *and* 1873-74.

CLASS OF SCHOOLS.	1872-73.					1873-74.				
	Number of schools.	Number of pupils on rolls at close of year.	Total expenditure from all sources.			Number of schools.	Number of pupils on rolls at close of year.	Total expenditure from all sources.		
I.—*Higher schools.*										
(*a.*) Government ...	1	211	5,289	10	...	1	211	12,236	...	...
(*b.*) Aided ...	2	470	13,707	1	8	2	496	15,354	13	...
II.—*Middle schools.*										
(*a.*) Government zil' schools ...	3	122	4,945	12	8	4	291	9,262	10	...
(*b.*) Do, vernacular schools,	6	731	3,027	13	10	11	1,443	6,324	15	...
(*c.*) Aided European ...	1	126	34,475	1	6	1	124	40,094	12	...
(*d.*) Do. vernacular schools ...	5	822	12,959	15	2	4	640	5,821	7	...
III.—*Government Primary schools.*										
(*a.*) Primary schools ...	189	10,899	32,715	15	...	197	10,990	33,632	6	...
(*b.*) Aided lower schools ...	11	818	4,996	8	4	12	968	6,123	8	...
IV.—*Girls' schools.*										
(*a.*) European schools ...	1	31	6,021	4	...	1	34	6,520	6	...
(*b.*) Mission schools ...	3	164	2,504	10	9	3	144	2,357	6	.
(*c.*) Bodi Khem Singh's ...	43	1,745	7,702	8	...	51	1,864	7,588	...	...
V.—*Normal schools* ...	1	39	7,209	12	...	1	40	6,905	9	...
VI.—*Jail schools* ...	5	956	1,152	13	..	5	909	1,080	...	...
Total ...	271	17,134	1,36,680	7	9	293	18,154	1,53,302	...	...

"From this table it will be seen that there is an increase on all the heads, of 8 per cent in the number of schools, 6 per cent in the attendance, and 12 per cent in the expenditure. It will further be seen that there is at present a grand total of 293 schools, attended by 18,154 pupils, by far the largest item being composed of those attending the primary schools; and that while more than half the pupils belong to primary schools, the expenditure on these is little more than a fifth of the whole. It is thus evident that the education we endeavour to give, while necessarily incompetent to overtake the instruction of the whole population fit for school, or anything approaching to this, still so far as it goes does not by any means neglect the education of the masses."

General statistics of schools in the Multán circle.

41. In the Multán circle there has been a very large increase in the number of pupils attending Government schools of every description and aided schools of the middle class. On the whole the number of schools has been raised from 190 to 210, and the number of pupils has increased from 9,503 to 12,209.

SECTION I.

CONTROLLING AGENCIES.

Changes among the superior officers of the department.

42. Mr. C. Pearson officiated as Director of Public Instruction from the close of May 1873 till January 1874, when I rejoined from furlough. Mr. C. W. W. Alexander and Mr. C. R. Cooke have held charge of the Lahore and Ambála circles. Mr. R. Dick, Professor of the Dehli College, has officiated as Inspector of the Ráwalpindi circle, where he has shewn peculiar aptitude for his new duties, from October 1873 to the present time. Mr. H. H. Clarke officiated as Inspector of the Multán circle until April 1874, when he was relieved by Mr. D. W. Thompson, the permanent incumbent, who rejoined from furlough. Mr. S. Mackintosh has held the Assistant Inspectorship of the Lahore circle, and Mrs. Mackintosh the appointment of Inspectress of Schools, throughout the year. Mr. C. S. Kirkpatrick held the Assistant Inspectorship of the Ambálah circle till April 1874, when he reverted to the zil' school establishment, and was succeeded by Mr. H. H. Clarke.

Divisions comprised in each circle.

43. The circles of inspection are distributed as shewn below:

Circles.	*Divisions.*
Ambála	Ambála Dehlí Hissár
Lahore	Lahore Amritsar Jálandhar
Ráwalpindi	Ráwalpindí Peshawár
Multán	Multán Deraját.

The Assistant Inspector of the Lahore circle has been recommended for a pension; and when the sanction of the Supreme Government has been accorded, the question adverted to in the last Educational report, of abolishing the two Assistant Inspectorships and creating a fifth circle, will be taken up.

Plan of examining vernacular schools.

44. Every district in the Panjáb has been examined during the course of the year.

The number of schools in the Lahore circle is so large that it is impossible to visit any considerable number separately, and the old plan of calling in the boys to convenient centres has been followed. In the Multán and Ráwalpindí circles this system has been almost entirely discontinued. In the Ambála circle the plan has been adopted of calling in a certain number of schools and visiting others; and in the course of two years all the schools, with the exception of about 20 in the Rohtak and Gurgáon districts, have been visited.

Subordinate inspection.

45. When the department was first established a large staff of Deputy and Sub-Deputy Inspectors was entertained. In 1861 these were all swept away, and a Chief Muharrir of Schools was retained for each district. At first no provision was made for subordinate inspection, but the Chief Muharrir was subsequently required to visit the schools. It is however most essential that there should be in every district a well educated active school superintendent holding a position of trust and responsibility and of sufficient standing to give weight to his authority. The status of the Chief Muharrirs was comparatively low, and their attainments too often inadequate. Of late years measures have been taken to improve the position and prospects of this class, and we have now 14 District Inspectors, who enjoy superior rank and emoluments. In the remaining districts the pay of some of the Chief Muharrirs has been improved.

Notice of the work of subordinate inspection in the Lahore circle.

46. The work of District Inspectors and Chief Muharrirs in the Lahore circle is thus described by the Inspector :—

"All the District Inspectors of this circle have performed their work with zeal and energy, and have established the soundness of the policy which appointed them to the charge of the district schools in place of the old Chief Muharrirs. The best results of the year have been attained in the Jálandhar and Amritsar districts, in which the able supervision exercised by the District Inspectors Bábú Partáb Singh and Maulaví Karím-ud-dín, has effected marked improvement in the condition of the schools, and especially in the instruction of the mass of the boys who crowd the lower classes. Bábú Jaigopál Singh of Siálkot has also worked with great energy and success; and Munshi Abdullá of Hoshyárpur, and Pandit Sobhá Rám of Gurdáspur, have also done good service, though I was not altogether satisfied with the manner in which

the latter had conducted his inspections. Bábú Dhaní Rám was appointed to Firozpur only at the beginning of the year, and Muhammad Yúsuf Alí to Lahore only in August. Both found their districts in a very unsatisfactory condition, and have exerted themselves to the utmost to improve them. Their work has been quite satisfactory to me, though it is too early yet to expect much in the way of results. Maulavi Inámullah of Gujránwála has been active in his inspections and has given satisfaction to the Deputy Commissioner and to me. Munshi Karm Iláhi of Kángra is the only one in my circle with whose work I have to find fault. He seems apathetic and uninterested in his work, and has been very remiss in his most important duty, the inspection of the schools. I would have had him removed to a less responsible post, but at the earnest request of the Deputy Commissioner I have allowed him a further trial of six months."

Notice of the work of subordinate inspection in the Ambála circle.

47. With reference to the subordinate inspection of the Ambála circle, Mr. Cooke writes as follows:—

"There are now four District Inspectors in this circle and four Chief Muharrirs. The district of Simla has no subordinate inspecting officer."

"Munshi Baldeo Sahái, District Inspector of Gurgáon, maintains his old reputation. He is one of the most efficient men in the circle. Mír Gulám Hasnain, District Inspector of Ludhiána, has worked with his usual judgment and ability. In the Assistant Inspector's report of the district he was spoken of in terms of the highest praise. Lala Nand Kishor, B. A., of the Ambála district, joined his appointment in August and has commenced his work well. His only want is experience. His training in the Dehli College has given him habits of method and order which will help to make him a valuable servant of Government. Lála Pirbhú Diál, the other new appointment, has not done much work. Soon after joining he was allowed by the Deputy Commissioner to go away on leave. I will therefore withhold for the present my opinion of him. Bhagwán Dás, Chief Muharrir of Karnál, has applied himself to a difficult task with much greater energy than I believed him to be capable of from my experience of his work in the Dehli district. He has rectified many irregularities which he found existing in the schools of his new district."

"I have been satisfied with the work of Gangá Sahái of Hissár and Belí Rám of Sarsa. Sardár Singh of Rohtak has shewn more activity than usual; he is now about to be transferred to a Naib Tahsíldárship."

Notice of the work of subordinate inspection in the Rawalpindi circle.

48. The subordinate inspecting staff of the Ráwalpindi circle consists of one District Inspector and five Chief Muharrirs. I append the Inspector's remarks regarding the work of a few of these officers:—

Bhagwán Dás, chief muharrir, Ráwalpindi district.

"I have to express myself in terms of high praise of the zeal and intelligence of the Chief Muharrir (of Ráwalpindi) Bhagwán Dás. He has been indefatigable in his inspection work, having, notwithstanding the extent of his district, visited all the schools at least three times and many four times in the course of the year. He appears to me excellently qualified for his position, is influential with the parents, and liked by the boys: while as an examiner and handler of a class I have had frequent occasions to admire his skill. I trust he will be promoted to be District Inspector at no distant date."

"With the work of the Chief Muharrir of Jhelam, Qází 'Alímud-dín, I am not able to express myself so thoroughly satisfied. He seems to have contented himself with merely visiting the schools and recording the results of his examination in the visitors' book, without any practical attempt to point out defects, or to suggest remedies and improved methods of teaching."

'Alím-uddín, chief muharrir, Jhelam district.

"The District Inspector of Gujrát, Maulaví Ahmad Hasan, has given me entire satisfaction during my tour of inspection. He is zealous in his inspecting work, visiting the schools almost too often it seems to me, but working with such earnestness and in so kindly a spirit that his influence is most beneficial in the district."

Ahmad Hasan, District Inspector Gujrát.

"The Chief Muharrir of Sháhpur, Mirzá Nawáb, has scarcely exhibited that energy and intelligence so specially necessary in a backward, apathetic district like Sháhpur."

Mirzá Nawáb, Chief Muharrir Sháhpur.

"The Chief School Muharrir of Pesháwar, Mirza Muhammad Ismail, has been relieved of his superintendence of the schools in Kohát by the appointment of a Náib to that district, so that in future he will be able to concentrate all his efforts on his own district, and increased thoroughness may therefore be looked for in his inspectional work. He has been working faithfully during the past year, though in his case also I should like to see more intelligent efforts made to elevate the style of work in the schools under his charge."

Muhammad Ismail, Chief Muharrir of Pesháwar.

"The new Chief Muharrir Azízud-dín Khán, appointed to this district (Hazára) in July 1873, has impressed me as a man who will be zealous in the discharge of his duties. He comes to his new post with a good reputation as a scholar and practical teacher, and I have been much pleased with the enthusiasm with which he has thrown himself into the work of bringing the newly established schools into something like order, and the laudable ambition he displays to raise them at no distant date to the level of those in more favored districts."

Azízud-dín, Chief Muharrir Hazára district.

49. In the Multán circle there are now two District Inspectors and five Chief Muharrirs. They are reported to have made from four to five complete tours of their districts, and the work of Kází Muhammad Bakhsh of Bannú is specially commended.

Notice of the work of subordinate inspection in the Multán circle.

50. The following remarks by the Inspector of the Lahore circle as to the working of Committees of Public Instruction will be found of interest:—

Remarks by Mr Alexander regarding committees of public instruction.

"The practical utility of the local committees of public instruction appears, strangely enough, to be in the inverse ratio of the size and importance of the towns in which they are situated. The village committees, which are now almost universally established, give perhaps more active and practical assistance than any others. This is particularly the case in the Amritsar, Hushyárpur and Firozpur districts, and is also noticeable in Siálkot, Jálandhar and Gurdáspur. Next to the village committees in usefulness are those in small rural towns, after them the larger towns, and last of all the great cities. It is a fortunate coincidence, however, that in the great cities and large towns the schools are sufficiently firmly established, and

education is so highly valued that there is less scope for the activity of the committees than in the rural districts, where many prejudices have still to be overcome, and the desire for education has still to be carefully nursed and stimulated. Of the committees in the larger towns those of Gujránwálá, Firozpur and Núrpur have given the most active assistance."

Powers to be given to Municipal committees similar to those that are allowed to District committees.

51. The fact that there is less scope for the activity of committees in large towns than for those in rural districts is probably one reason why as a rule they take so little interest in their work; as I have already intimated the municipalities of large towns should in my opinion be made responsible for the maintenance of lower and primary schools, and for their general management, in much the same way, and to the same extent that District committees are entrusted with similar duties as regards the rural population. Permanent activity cannot be looked for from any committee that is not invested with real responsibility and real power. The organization of classes and the regulation of studies must be left as in schools under District committees to the Department of public instruction, and regulations must be framed that will insure the appointment of competent teachers, the promotion of those who are successful, and the summary removal of the incompetent. I shall endeavour to arrange for the introduction of such a system tentatively in a few favorable localities.

Notice of Local committees at Rúpar, Jagádhri and in the Ráwalpindi and Multán circles.

52. In the Ambálá circle the committees at Rupar and Jagádhrí alone are favorably mentioned, and the committees in the Multán and Ráwalpindí circles have shewn few signs of life. The following remarks regarding the proper functions of district committees and also of native officials &c., are from the report of the Inspector of the Ráwalpindí circle.

Remarks by Mr. Dick regarding functions of district committees.

"Much has from time to time been written on the benefits to be derived from the co-operation of the civil officers, native gentlemen and officials, and district and other committees, and no doubt much good will certainly result when these recognize their proper sphere and work within it. As a rule the technical progress of education is sufficiently looked after by the frequent inspections of the Chief Muharrirs, the annual visit of the Inspector, and the occasional more cursory examinations of the Deputy Commissioner and other European civil officers. To expect native officials to do much good in this way is a mistake. As a rule they have neither the knowledge nor the mental habitudes necessary to make their attempted examination anything but a burlesque. Their true sphere is to exert their influence in recommending education to a reluctant and backward population, to maintain friendly relations with the teachers, to see that the schools are kept in proper order and repair, that the master is regular in his attendance and the schools open at the recognized times, and to shew generally that they have the interests of education at heart, and desire to encourage it in every way. Perhaps a more systematic

recognition by Government of the services of those native officials who thus exert themselves is required to keep up their zeal, which is apt to flag without continual excitation of some sort. Recommendatory letters from Inspectors are much sought after, but they lack the weight of a more formal acknowledgment from the head of the department or from Government."

I concur generally with the opinion expressed by the Inspector, especially as to the kind of assistance that can be rendered by native officials. It has been the usual practice for Government to confer sanads on officials and non-officials who have particularly interested themselves in the cause of education. In special cases khilats have been given to native gentlemen, and sometimes though not lately even to officials. Of course however great care should be exercised in making recommendations for such marks of the approval of Government.

The tahsíldárs generally are apathetic to their educational duties.

53. Tahsíldárs as a rule do not appear to have shewn much interest in educational matters, but there are of course exceptions, and the names of those who have been most active will be brought to notice. Mr. Dick reports that he has found a considerable awakening on the part of native gentlemen, tahsíldárs and lambardárs of villages to some sense of their responsibility in this direction, and the interest felt by the people generally was evidenced by the large numbers that almost everywhere were attentive and apparently pleased listeners during his examinations.

SECTIONS II AND III.

UNIVERSITIES AND GOVERNMENT COLLEGES.

Panjáb University College.

54. The Panjáb University College now possesses funded property amounting to Rs. 349,800.* The income is made up of the interest of money invested, fees and subscriptions, and a Government grant of Rs. 21,000. During the year 1873 the income amounted to Rs. 44,300, the expenditure to Rs. 45,911, and there remained in hand at the close of the year a balance of Rs. 26,034. The expenditure may be grouped under the several main heads noted in the margin.

Tuition and instruction staff, about ...	... 10,000
Registrar's office	... 5,400
Scholarships to students	... 13,000
Fellowships	... 2,500
Aiding schools	... 300
Encouragement to learned classes ...	... 6,500
Publications	... 1,000

* Including Rs. 10,000 which was about to be funded at the close of the year.

55. The principal functions of the Panjáb University College are the following—(1) to hold examinations, (2) to assist or maintain affiliated educational institutions, and (3) to promote the development of oriental literature. It will be convenient to describe its operations under these three divisions.

Operations of the Panjáb University College during the year 1873.

The Panjáb University College hold examinations in Arts, corresponding with those of the Calcutta University, in Oriental languages and literature, in Law, in Medicine and in Civil Engineering. The examinations in Arts that will be held in future are the following :—(1) the Entrance Examination, corresponding with the Entrance Examination of the Calcutta University; (2) the Proficiency in Arts Examination, which answers to the First Arts examination of the Calcutta University; and (3) the High Proficiency in Arts examination, which corresponds with the B. A. examination of the Calcutta University. One peculiar feature in these examinations is that, except for the last of the three, English is not compulsory. The students who have hitherto presented themselves belong mainly to two classes: first, students of Government and aided schools and of the Lahore and Dehli colleges, and, secondly, students of the oriental college and oriental school maintained by the Panjáb University College (to which I shall presently refer), or men who desire to compete for scholarships tenable in the oriental college. There is also a separate scheme of examination for certificates of various grades in Arabic, Persian and Sanskrit.

Scheme of examinations in arts.

The examinations of the Panjáb University College have hitherto been held in the month of April, and they could not be held at a more convenient time of the year if they were the only examinations to which college students are subjected. The Supreme Government has hitherto declined to recognize the Panjáb University College as a University, or to accord to it the power of conferring degrees, and has ordered that the course of study in Government colleges shall be such as to prepare students for the examinations of the Calcutta University. At the same time it has ruled that only a certain proportion of the students who pass the Entrance and First arts examinations shall receive Government scholarships. On the other hand, the Panjáb University College has offered scholarships to students who can pass its examinations. Now at the present time a scholarship is an absolute necessity to almost every man who attends our colleges. Hence it has been necessary for our college staff, always lamentably weak in numbers as compared with colleges in other provinces, to send up their students to two different sets of examinations held at

Modifications of examinations of the Panjáb University College to obviate inconveniences of the double system.

different times of the year. Again, the work of the 1st year students has been interrupted by the influx in the middle of the term of men who had passed the Entrance Examination of the Panjáb University College. In order to remedy the inconveniences produced by this system the examinations have been modified so as to assimilate them more nearly to those of the Calcutta University, and it has been arranged that they shall be held about the same time of the year.

Proficiency in arts and Entrance examinations.

For the Entrance examination of 1873, held in the month of April, 42 candidates presented themselves, and of these 26 went up in English and 16 in the vernacular; of the former 16 passed, and of the latter 7. There were 42 candidates also for the First arts (or, as it will be styled in future, the Proficiency in arts,) examination; and of these 21 were successful in English and 6 in the vernacular. It is probable that the examinations of the Panjáb University College have hitherto been less difficult than those of the Calcutta University,* where indeed the standard appears to have been raised during the last few years. There is however every desire on the part of the senate and of the executive committee to secure the best men as examiners and to make the examinations as searching as possible. The practice of examining students *vivâ voce* as well as by means of written papers, and of conducting the examinations both in the vernacular and in English, presents some practical difficulties, which will however no doubt be overcome in time.

Examinations in Arabic, Sanskrit and Persian.

One hundred and thirteen candidates appeared for the oriental examination in Sanskrit, Arabic and Persian; and of these 79 passed: 2 the higher, 8 the middle, and 10 the lower examination in Arabic; 17 the middle and 28 the lower examination in Persian; 1 the higher, 4 the middle, and 9 the lower examination in Sanskrit. The highest honors in Arabic and Sanskrit were gained by students of the oriental college, which furnished the majority of candidates.

The law examinations of the P. U. College.

Regarding the Law examinations of the Panjáb University College, Mr. E. W. Parker, the Officiating Registrar, writes as follows:—

"As yet no examinations in law have been held by the Panjab University College, but now the examinations for pleaders and mukhtars in the Panjáb courts have been made over to the Panjáb University College under the new rules issued on the subject by the Chief Court. The first and final examinations in law will be held by the Panjáb University College in November next. Candidates passing the first examination in law will be admitted as mukhtárs, and

* Vide para 18 of last annual report by Mr. Pearson.

those who succeed in passing the final examination in law will be admitted as pleaders of the 2nd (or lower) grade and after 5 years practice will be admitted as pleaders of the 1st grade (Chief Court pleaders)."

Examinations in medicine.

The Panjáb University College now holds examinations in medicine for students of the Lahore Medical School, and a scheme of examination for Hakíms and Baids, who have acquired some knowledge of European systems of medicine, has been passed by the senate and sanctioned by Government. Eleven students of the Medical School went up for the Licentiate in medicine and surgery; of these 8 passed, and were appointed Assistant Surgeons. Nine went up for the Senior or 1st examination in medicine; of these 5 obtained certificates and were promoted to the senior class.

Scheme of examinations in Civil Engineering.

A scheme of examinations in Civil Engineering has been sanctioned by Government. There will be two examinations; the first, open to students one year after passing the Entrance examination, will qualify them for employment as lower or upper subordinates (according to the class in which they are placed) in the Department Public Works; and the second, held a year later, for the appointment of Sub-engineers or Assistant Engineers. Arrangements will be made for forming engineering classes at the principal Government schools, where matriculated students will be prepared for the first of these examinations.

The Oriental College.

The Panjáb University College maintains an Oriental College, to which a school department is attached. At the close of 1873 the college department contained 43 students and the school 38. The college students all or nearly all receive scholarships. There are 16 teachers and lecturers, besides Mr. Boyd, the superintendent, who has lately joined from England. The number seems very large in proportion to the number of students; but there are three departments—Arabic, Sanskrit and Persian, and mathematics and general knowledge are taught through the medium both of Urdú and of Hindí. Some of the lecturers also are fellowship-holders, who are not expected to devote their whole time to instruction. A class has now been opened for teaching drawing and surveying, through the medium of the vernacular. The students of the Oriental College have been very successful in the oriental examinations; and the 14 candidates who went up for the First Arts examination in the vernacular all belonged to this institution; of these six passed.

It was, I believe, specially designed to attract to the Oriental College hereditary maulavís and pandits, but the students are, if I am not mistaken, by no

means confined to that class. Amongst the number there have been, and probably are now, some who have been educated in Government institutions; but the Oriental College has hitherto had no direct relations with Government schools. I trust, in concert with the Registrar, to effect arrangements by which a constant supply from these schools of candidates for admission to the Oriental College will be forthcoming in future years.

Scholarships given by the Panjáb University College to students of the Government colleges at Dehli and Lahore.

The Panjáb University College maintains no establishment for the instruction of anglo-vernacular students, but it supplies scholarships on a liberal scale to students of the Lahore and Dehli Government colleges who succeed in passing the examinations. At the close of the official year there were in the two colleges 48 students holding such scholarships.

The Lahore Medical School.

The Lahore Medical School is maintained by Government, and is under the authority of the Medical Department. It contained at the close of 1873 fifty-five students, of whom 19 were in the senior and 36 in the junior department. As already stated, the Panjáb University College holds examinations of these students previous to their employment in the public service. The work of the Medical School is supplemented by a class of 20 Hakíms and Baids, who are reported by the Registrar to be well versed in the Yúnání and Hindí systems of medicine, and attend lectures on European systems of medicine given by Dr. Rahím Khán, Khán Bahádur.

The law classes maintained by the Panjáb University College.

The law classes maintained by the Panjáb University College contained, at the end of 1873, in the English Department 19, and in the vernacular 47 students. During 1873, two students passed the Tahsíldárs examination, one the Chief Court Pleaders' examination, four the Pleaders' examination for subordinate courts, and two the Mukhtárs examination. Altogether, out of 14 candidates for these different examinations, nine passed.

Grant-in-aid allowed by the Panjáb University College to several schools.

Several schools have been aided by the Panjáb University College: they appear to be chiefly schools for Arabic, Sanskrit, and Persian; but I have no information as to their constitution, the curriculum pursued, or the conditions on which they have received aid, though they are expected to prepare students for the Entrance, or lower oriental examinations. Only a very small amount however was expended under this head.

Measures for improvement of oriental literature.

Copies of several books in the vernacular have been purchased by the Executive Committee as an encouragement to the authors. There are five fellowships: the McLeod Panjáb fellowship of Rs. 100 per mensem, the Patiálá translatorship on Rs. 66, the McLeod Sanskrit Káshmír fellowship on Rs. 103, the Alexandra fellowship of Rs. 75 per mensem, and the Medical fellowship.

The fellows are all employed in translating historical or scientific works into Urdú or Hindí.

Construction of a building for the Senate.

A suitable building for the Senate will soon be erected. Hitherto the meetings have been held in the Lawrence Hall. The Nawáb of Bahâwalpúr presented the sum of Rs. 25,000 for the erection of a fountain on the occasion of the visit of the Duke of Edinburgh, but at the suggestion of Mr. A. Brandreth, and with the consent of the Nawáb, the donation, now amounting with interest to Rs. 28,500, has been made over to the Senate for the purpose above indicated.

Examinations of the Calcutta University.

56. For the M. A. examination of the Calcutta University there was one candidate who was successful; in the B. A. examination 2 passed out of 5; in the First Arts examination 16 out of 22; and in the Entrance examination 24 out of 71. The per-centage of successful candidates throughout the Bengal presidency was—for the B. A. examination 43, the F. A. 56, and the Entrance examination 33. The proportion of students, therefore, who have been successful is above the average.

The total number of college students who have been successful is as high as in any previous year, but the number of youths who have passed the Entrance examination is much less than it used to be a few years since. This is owing, partly of course to the rivalry of the Panjáb University College, but partly also, if I am not mistaken, to the increased difficulty of the examination. Formerly, no doubt, in all parts of the presidency many boys who had not been sufficiently grounded at school succeeded in passing the Entrance examination, and hence there was an unduly large number of failures at college. The results of the Entrance examination shew that the standard of instruction in our upper schools has not kept pace with the increased difficulty of the Entrance examination. This question however will be noticed more fully in the next section, which treats of upper schools.

LAHORE COLLEGE.

STAFF:—

W. T. LINDSAY ESQUIRE, *Officiating Principal.*

DR. C. R. STULPNAGEL, *Officiating Professor.*

LALA' SRIRA'M, M. A., *Supernumerary Assistant Professor.*

PANDIT BHAGWAN DAS, *Teacher of Sanskrit.*

MAULAVI MUHAMMAD HUSAIN, *Assistant Professor of Arabic.*

Diminution in the number of students owing to want of scholarships.

57. The Lahore college contained, at the close of the year, 40 students, and the average attendance was 37. This shews a falling off of 12 in the number of students, and of 9 in the average attendance. All the regular students except four receive scholarships. There is also one casual student. The falling off is accounted for by the Officiating Principal chiefly by the diminution in the amount available for scholarships, which was less by Rs. 2,141 than in the previous year. He observes that, as his predecessor was also Registrar of the Panjáb University College, he could make arrangements for providing scholarships to applicants for admission; whereas, during the year under report, Mr. Lindsay was obliged to turn away students who made a scholarship a *sine qua non* of attendance. In future all our zil' school students will be able to go up for the Entrance examination of the Panjáb University College, and our second year college students for the proficiency in Arts examination, so that it may be hoped that in years to come there will be no deficiency of scholarships. Failures at the Entrance examination also have prevented some accessions to college.

The number of students who passed the M. A., B. A., F. A. and Entrance Examinations of the Calcutta University.

58. The Lahore college sent up one student for the M. A. examination, who passed in the 3rd division; one for the B. A. examination, who failed; and ten for the First Arts examination of the Calcutta University, of whom five passed;—one in the first, two in the second, and two in the third division, and five failed. Four of the latter had passed the corresponding examination of the Panjáb University College. Nineteen students went up for the First Arts (now Proficiency in Arts) examination of the Panjáb University College, and of these thirteen passed. For the Departmental examination of the third year class two students presented themselves, and of these one passed with credit (being placed in the 1st division); seven students of the first year class presented themselves for examination: of these two passed with credit (in the first division), and five failed. The Principal and

Dr. Stulpnagel are to be congratulated at the success of Hukm Chand, obtaining the degree of M. A., as this is the first occasion on which a student of the Lahore college has passed the honor examination of the Calcutta University. The failure of the candidate for the B. A. examination is attributed chiefly to sickness and domestic sorrows. The results of the other examinations are on the whole satisfactory. The students who passed the Departmental examination stood high; though the number of candidates was somewhat small, and so also was the proportion who passed.* Two students of the Lahore college who went up to Rurkí in October 1871, have just passed the final examination with great credit, and obtained appointments as Civil Engineers. Two students who passed the First Arts examination Calcutta University in 1872, and subsequently gained scholarships at Rurkí, and one who joined the latter institution after taking the degree of B. A., have been selected to serve as Apprentice Engineers on the famine relief works. One student, a B. A. of the Calcutta University, has been made an Extra Assistant Commissioner; another has obtained a fellowship in the Panjáb University College; two are being trained as Geologists in the Geological Survey Department, and others have obtained minor appointments.

Connexion of the Lahore College with the Panjáb University College.

59. Mr. Lindsay discusses at considerable length the connexion of the Lahore Government College with the Panjáb University College, to which he is strongly opposed. He first examines the financial aspect of the question. He shews that the expenditure necessary to provide nearly every student with a scholarship is of trifling amount as compared with the cost of establishment, and contends that if the arbitrary rule by which the number of Government scholarships is determined were abolished the College could afford to dispense with the assistance of the Panjáb University College.

The rule in question was laid down by the Supreme Government. Its first effect was to retard the progress of higher education in the province; and its second, which could hardly have been foreseen by those who framed it, has been to oblige the College *nolens volens* to accept the aid of the Panjáb University College. It appears to me incontestable that if the present connexion of the Government Colleges with the Panjáb University College were thought undesirable by Government it would be simply ridiculous to maintain this rule; if however it is considered expedient that students should be encouraged to pass the examinations

* Amongst those who failed were two students whom Mr. Lindsay, the Officiating Principal, thought unfit to attend college, though they had passed the Entrance examination of the Panjáb University College.

of the Panjáb University College there can be now no object in increasing the number of Government scholarships.

Liability of the Lahore College to teach the subjects prescribed by the Panjáb University College for its examinations.

60. The Officiating Principal shews also that, beyond providing scholarships the Panjáb University College bears no part of the expense of educating the anglo-vernacular students who pass its examinations. He observes :—

"The Panjáb University College is a vastly greater gainer than this college by existing arrangements, the burden of which falls (very unjustly I think) on the teaching staff, who are obliged *nolens volens* to work gratuitously for an institution which can afford and is bound (by the despatches referred to*) like all other institutions receiving a grant in aid to provide its own teachers, actual teaching, and not the holding of opposition examinations to the Government (Calcutta) University, being the evident object for which grant-in-aid institutions are desired to be encouraged in the Educational Despatches."

* No. 49 dated 19th July 1854, paras 55 and 62.
No. 4 dated 7th April 1859, para 46.
• No. 1 dated 23rd January 1864, para 11.
No. 52 dated 13th April 1858, paras 6 and 7.

Mr. Lindsay evidently is not aware that the establishment of the Panjáb University College, with power to hold examinations and grant certificates, with the understanding that the institution shall if successful hereafter be expanded into a University, has been sanctioned by the Secretary of State. As the privilege of conferring degrees has been withheld, and the Senate is resolved to exercise the powers conferred on it of holding examinations, their examinations and the examinations of the Calcutta University must go on side by side. If, again, such a body as the Panjáb University College is to exist at all, its arrangements should harmonize with the educational policy of Government, on which on the other hand it will necessarily exercise a powerful influence. This principle is now I believe fully recognized by all who are interested in the question. Apprehensions may at one time have existed that the original movement which has led to the foundation of the Panjáb University College would give birth to an institution founded on principles antagonistic to the Educational Department; but the actual form that it has now assumed is due to no small extent to the influence and exertions of Educational officers. The Senate has been appointed by Government, and includes amongst its members many of the highest officers of the province, and no measure passed by this body can have effect till approved by Government. The staff of the Government College therefore is not required to work gratuitously for an alien institution, though the Government does require that the students shall be permitted to appear as candidates at examinations to which its formal sanction has been accorded. It would not be desirable, even if it were possible, that the Panjáb University College should maintain a separate staff for the instruction of its anglo-

vernacular students. The Supreme Government certainly did expect however that it would supplement the staff of Government colleges by the appointment of additional Professors; and on these grounds declined to appoint a second Professor for each college in accordance with the promise that had been given. For this purpose the Panjab University College has at present however no funds available.

High standard of the examinations prescribed by Panjáb University College.

61. Mr. Lindsay complains very strongly that the scheme of examinations of the Panjáb University College as now revised will entail additional labour on the college staff, which is smaller than when Dr. Leitner was at the head of the college, though it was never too large for lecturing thoroughly in all the subjects required by the Calcutta University. The standard required by the Panjab University College is higher in each subject, and though fewer subjects are compulsory the students are allowed to make a selection, and hence instruction to the higher standard must be given in all. He writes :—

"For this extra work the staff are insufficient, even if the extra work could be fairly supposed to form a legitimate part of their duty."

There is much more to the same effect, that I think it unnecessary to quote.

If Mr. Lindsay was not contented with the revised scheme of examinations he should have represented this to me before it received the final sanction of Government. Until the receipt of his report I had no reason to suppose that he was not perfectly satisfied. A committee had been appointed before my return to India in order that the question might be settled in concert with officers of the department, and it was believed both by the Registrar and myself that a compromise had been effected to the satisfaction of all parties. In any case it will probably be found that college students who are fully taught the subjects prescribed by the Calcutta University, with some little additions in the case of Arabic, Persian and Sanskrit, will succeed in passing also the examination of the Panjáb University College.

It is quite true that the strain on the staff of the college is very great, especially when as during the year under report there is a candidate for the M. A. examination. Formerly two zil' school-masters were lent to the college, but one of these it was necessary to remove. The appointment of one or two University College professors, should funds hereafter be available to supplement the work of the Government college staff, would prove of immense benefit. Mr. Lindsay speaks in high terms of the services of Dr. Stulpnagel, and both these officers deserve commendation for the manner in which their work has been performed.

DEHLI COLLEGE.

STAFF :—

J. SIME ESQUIRE, B. A., *Principal.*

G. R. MACKAY ESQUIRE, *Officiating Professor.*

BABU SASHI BHUSHAN MUKERJI, M. A. ; *Asst. Officiating Professor.*

MAULAVI KHAN ZYAUDIN KHAN, *Asst. Professor of Arabic.*

PANDIT KASHINATH KANTI, *Teacher of Sanskrit.*

The number of students on the rolls (37) and the average daily attendance (30).

62. The number of students on the rolls at the close of the year was 37, or one more than at the corresponding period last year. The average number on the rolls was 34 and the average daily attendance 30. The want of numerical progress is attributed solely to bad matriculation results. Only eight students, five from the Government and three from the mission school, passed the Entrance examination against 13, seven from the Government and six from the mission school, in 1871, and 11, seven from the Government and four from the mission school in 1872.*

All the students with one exception are in receipt of scholarships.

Success of the students in the examinations of the Calcutta University and the Panjáb University College.

63. There were no candidates for the M. A. examination last year, but two are now studying for honours. For the B. A. examination there were four candidates, of whom one passed in the 1st division, taking the highest place of all candidates out of Calcutta, and one in the second division ; the other two failed, but in one subject only; for the First Arts examination there were 12 candidates, of whom 11 passed, one in the first, six in the second, and four in the third division. For the First Arts (or Proficiency in Arts) examination of the Panjáb University College there were eight candidates, who all passed. For the Departmental examination of the 3rd year class there were two students, one of whom failed in English and one in Sanskrit, both passing in all other subjects. Nine students went up for the Departmental examination of the first year class, of whom four passed in the 1st division and five failed. The success of the 2nd year class at the First Arts examination of the Calcutta University and the Panjáb University College was brilliant; and though the 1st and 2nd year classes might have done better the general results of the examinations taken altogether are very satisfactory.

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* The numbers given by the Principal appear to shew a greater difference, but they are incorrect.

64. Mr. Sime is opposed, like Mr. Lindsay, to the examinations of the Panjáb University College; but on different grounds. He simply questions their utility, and asks whether the Calcutta University results would not for all practical purposes answer as well as even the amended scheme of the Panjáb University College. No doubt they would, as far as the students at present attending the Dehli college are concerned, but as matters now stand the question must be regarded from a much wider point of view.

Mr. Sime's view of the examinations of the Panjáb University College.

65. In October 1867 the late Sir Donald McLeod thought it desirable that efforts should be made to induce the Calcutta University to modify its rules, rather than to found an independent University. This the Calcutta University refused to do, though it has since that time accepted some of the leading principles that were then urged on its attention. The result was that the Government of the Panjáb from that time forth upheld the proposal to establish a separate University, with the support of the originators of the oriental movement, and of many other officers who would have preferred to maintain the existing connexion with the Calcutta University if that body would have made a few concessions. There have of course been great differences of opinion regarding the form and the functions of the institution, and its present constitution is the result of compromise. Whatever may be thought as to the expediency of founding the Panjáb University College, the fact must be faced that it exists, that it possesses considerable property, and that considering the stage at which it has arrived and the recognition it has received from Government, it cannot possibly be suppressed. For Government to support such an institution with a liberal grant-in-aid, and to authorize the Senate to hold examinations at which the students of Government colleges were not allowed to appear, would be anomalous and absurd. The double system of examinations is anomalous also, but most of the practical evils that resulted from it can be removed, and it is of a temporary nature only. When the Panjáb University College can succeed in inspiring sufficient confidence it will no doubt be recognized as a University. It seems to me therefore that the wisest course for those even who have been hitherto opposed to the Panjáb University College is to accept the logic of facts; and try to make the best of them. It should be remembered that officers of the Department can exercise much greater influence in the Senate of the Panjáb University College than in that of Calcutta, and they will do so more effectually if it is felt that they wish to contribute to the successful working of the institution.

Propriety of encouraging students of Government colleges to pass examination of the Panjáb University College.

Students who have left the Dehli College how employed.

66. Of the students who have left the Dehli college during the year, one is employed in literary work, one as a clerk in the public works department, and one as an assistant school-master, one has joined the law classes in Allahábád, one the medical school at Lahore, and one is serving as an apprentice in the Commissioner's court at Allahábád, and two are unemployed.

Remarks by Mr. Sime on the debating club, the college staff, cricket and the boarding house.

67. The following remarks regarding the debating club, cricket, the boarding house, and the college staff, are from the Principal's report :—

The debating club.

"The debating club, now a very popular institution, and managed entirely by the students, held weekly meetings throughout the year. At each meeting a paper on some subject of interest is read and discussed. The papers were usually very good, and the discussions spirited."

Cricket.

"Cricket was carried on vigorously throughout the cold weather; and I am convinced that the general health was thereby much improved."

The boarding house.

"The boarding house continues to prosper. The number at present in residence is 34, of whom 5 are college students, 27 pupils of the upper, and 2 of the middle school. The duties of superintendent were, on the whole, satisfactorily discharged by Pandit Ganga Jiwan, who, on account of the necessity of several reforms, retired at the end of the year. His place has been taken by Munshí Bashiruddín, who has entered upon the duties with zeal and a full appreciation of the work."

The staff.

"There were unfortunately many changes in the staff during the year. Mr. Walter Ellis resigned his appointment of assistant professor on the 4th of August, and was succeeded by Mr. G. R. Aberigh Mackay, who joined on the 9th of September. On the 15th of October, Mr. R. Dick, Professor of Mathematics, left to officiate as an Inspector of Schools. Mr. Mackay took his place, and Bábú Sashibhushan Mukerji M. A. was appointed to officiate for Mr. Mackay. In the same month, Mr. MacArthur, who lectures on history in the college, in addition to his other duties, had to go on sick leave for fifteen days. Thus, we experienced most of the bad effects of change; and the loss to the college of Mr. Dick, in all its length and breadth, I have not yet been able fully to realize. He was a great power with us; and with him, though under-manned, we were strong. But whilst regretting Mr. Dick's withdrawal, I do not forget the advantage to the college of the appointment of Mr. Mackay, a gentleman of high attainments, literary taste, and vigour, and an excellent colleague. The department has in my opinion been fortunate in securing his services. With Bábú Sásibhushan too I have had every reason to be highly satisfied. But we require an additional professor. I have myself to lecture for five hours a day, and it is only right to tell you that such work is enough to break down even the most vigorous constitution."

Staff of the Dehli college commended.

68. All the college staff have worked well, and Mr. Sime as usual has devoted his whole energies to his work. During the 3 years that he has had charge of the college he has usually I believe

found it necessary as at present to lecture the full five hours during which the students attend. Besides this he has the general superintendence of schools, and constant work at home in drawing up and examining papers, &c. His energy and devotion have maintained and extended the high repute of the college, but I view with great concern the unduly heavy strain on his constitution that is caused by such continuous labor.

SECTION IV.

GOVERNMENT SCHOOLS.

Statistics of Government schools.

69. The following statement shews the statistics of all Government schools, in the prescribed form:—

Description of Institutions.		Number of Institutions.	Number on rolls at close of 1873-74.	Average No. on rolls monthly, during 1873-74.	Average daily attendance.	Total Expenditure.	
						From Provincial Services.	From Local Funds.
Government Schools,	Higher class	7	327	321	253	55,063	3,086
Ditto	Middle class	129	14,278	13,150	11,062	84,654	81,370
Ditto	Lower „	1,152	52,861	48,136	39,466	6,193	1,80,400
Ditto	Female schools	101	2,599	2,413	2,020	135	9,970
Ditto	Normal schools	3	240	228	194	17,946	9,150
Ditto	Jail schools	27	4,528	4,302	3,625	5,627	206
	Total ...	1,419	74,833	68,550	56,620	1,69,618	2,84,482

Upper schools.

70. There are now upper schools at Lahore, Amritsar, Hushyárpur, Dehlí, Gujrát and Dera Gází Khán.

The Dera Gází Khán school has been furnished with an upper department since the close of the year; and the anglo-vernacular school at Lahore, which constituted a branch of the main school, has been closed. Owing to the abolition of the latter the increase in the total number of students is small.

Abolition of the anglo-oriental school at Lahore.

71. The failure of the anglo-oriental school, which consisted of boys who had passed the Middle school examination in the vernacular and who wished to learn English, was due mainly to two

causes—first, the unhealthiness of the building where the school was held; and secondly, to the removal of the Head master, whose services were required elsewhere, and the consequent weakness of the staff of teachers. The school was further affected by the rumour that it was likely to be abolished, so that when I returned to India very few boys remained. These were drafted into other schools. Notwithstanding the disadvantages under which the school had laboured, 6 boys who had been learning English about two years went up for the Middle school examination in that language and of these 4 passed.

Inexpediency of adding upper departments at the expense of middle departments. Pupil teachers.

72. Three upper departments have been created during the last three years, and others might be established if qualified masters could be found. The Gujrát school has been placed under a Head master on a comparatively high salary, but otherwise the staff of the schools where upper departments have been established has been little strengthened until quite recently. Now it appears to me that our first object should be to make our middle schools thoroughly efficient, and if we can have an upper department only by sacrificing the efficiency of the middle school it is better not to have one. It is better to teach the mass of the boys really well to a comparatively low standard, rather than to neglect the mass and to give a few boys a higher education.

I am therefore most strongly opposed to the policy of founding upper schools by the simple process of allowing the Head master and the second master to teach the new classes, and employing the lower masters, after perhaps adding somewhat to their numbers, to perform the duties that previously devolved on their seniors; on the other hand, I do not think that Government can be expected to incur the heavy expenditure that would be necessary in order to supply an efficient staff of teachers for all the upper departments that it might be thought desirable to establish. The difficulty can I believe be met to some extent by a well organized system of pupil teachers. By this means our middle schools may be improved, we shall train teachers for future employment, and a certain proportion of the cleverest boys in every school will obtain a higher education without leaving home. To those who do not mind leaving home scholarships are open, to be gained by superior industry and intelligence; and the residue who cannot be employed as pupil-teachers, and fail to gain scholarships, can still obtain a higher education if they like to bear the cost. Very great care and judgment will be required in the introduction of the proposed system, which I shall endeavour to set on foot in the first instance in a few selected schools.

73. I have already spoken of the want of success that has attended the Entrance examination.

Success of the students of the upper schools at the Entrance examinations of the Calcutta University and the Panjáb University College

For the Entrance examination at the Panjáb University College there were 17 candidates from zil' schools, of whom 12 passed; for that of the Calcutta University there were 33 candidates, of whom 10 only were successful. This was due to some extent to the weakness of the staff in particular schools, partly also to the double system of examination, partly to the increased difficulty of the examination, and partly to other causes. The principal reason however is the fact pointed out last year by Mr. Pearson, that the minimum number of marks required to enable a boy to pass the middle school, examination and thus gain admission to the upper school had been fixed too low to secure efficiency. This however was unavoidable in the first instance, and it has now been considerably raised. There can be little doubt that all who pass by the present standard will be successful in the Entrance examination if they receive efficient instruction in the interim.

74. The following extract regarding the physical condition of boys of Government schools is from the report of the Inspector of the Lahore circle:—

Physical condition of boys of Government schools.

"The physical training and development of the boys attending Government schools especially in large towns, is a subject of which I have long recognized the importance, but to which my attention has been very forcibly drawn of late by Doctor Mackenzie, Civil Surgeon of Amritsar. There is no school in the province where athletic sports are more encouraged and cultivated than Amritsar. Cricket, hockey, gymnastics, and drill, are practised daily by a large number of the boys, and the superior physical health of the boys who attend these exercises regularly is very remarkable. But the great majority of the boys take no part in these sports, and amongst these hollow and imperfectly developed chests, and feeble lungs, are almost universal. Dr. Mackenzie informs me that of the many youths from our school who go to him for certificates of their fitness for Government employment he is obliged to reject the great majority, and he thinks the evil is increasing, and has strongly urged me to take steps to check it. In all the larger schools an attempt is now made to encourage the cultivation of athletic sports, but we have practically reached only a few of the boys, and the mass is still beyond our power. As a matter of policy some more complete and better organized effort should be made to improve the physical condition of our pupils, and thus to provide a supply of more vigorous candidates for the Government service. I am making enquiries on the subject, and hope to be able soon to submit a practical scheme for the consideration of Government."

75. Regarding the results of the University examinations, for which the students of the Lahore, Amritsar and Hoshiárpur schools presented themselves, the Inspector of the Lahore circle writes as follows:—

Remarks by Mr Alexander regarding the results of the University examination.

"The results of the University Entrance examination this year have been hardly more satisfactory than they were in the preceding year, though a slightly larger number of boys passed. The Lahore zil' school passed only two boys in the Calcutta University Entrance examination, one in the first division and one in the 2nd; and the Amritsar zil' school passed also 2 boys, both in the 3rd division. At the Panjáb University College Entrance examination the Lahore school passed 4 boys, and the Amritsar school 3, two of whom were at the head of the list. The Hushiárpur school had no 9th class last year, and consequently sent in no boys to the University examination."

Departmental examination of the 7th and 8th classes.

76. In the Departmental examinations of the 8th and 7th classes the boys of the 8th class of the Hushiárpur school gained the highest average number of marks. Amritsar stands next, and then Lahore. Amongst the 7th classes Lahore holds the second place, and Hushiárpur the 3rd, whilst Amritsar stands sixth, at the bottom of the list. The staff of these three schools has been recently strengthened, and will be still further strengthened at Amritsar and Hushiárpur; and these measures, combined with the better material we may hope every year to attain, will greatly conduce to the improvement of the schools.

Remarks by Mr. Alexander on the zil' schools at Lahore, Amritsar and Hushiarpur.

77. The following remarks on the general progress of these three schools are taken from the Inspector's report:—

Lahore zil' school.

"The Lahore zil' school under the able management of Mr. J. D. Staines has made great progress in the year. In the upper school the number of boys increased from 67 to 104, in the middle school from 176 to 252, and in the lower schools from 352 to 571. The whole number of boys in the main and branch schools has thus increased from 595 to 927. The branch schools passed 93 boys by the Lower school examination, and nearly all of these entered the middle school. It is very satisfactory to note the increasing popularity of this institution, which is evidenced not only by the large accession of numbers, but by the number of boys, actually residents of Lahore, who are now entered in the upper school. It will be remembered that some years back the upper school did not contain above half a dozen Lahore boys, whereas now it has about 40. The teaching and discipline of the school are very good."

Amritsar zil' school.

"The Amritsar zil' school also shews great improvement in point of attendance. The whole number of boys attending the main school and its branches at the close of the year was 1,598, or 152 more than at the end of the previous year. In the upper school, according to the returns received from your office, the number of pupils was 64, or one fewer than at the beginning of the year, but in point of fact the real number was 71. In the middle school the numbers increased from 286 to 410, and in the lower schools from 1,095 to 1,124. The fees have increased in the upper school from Rs. 251 to Rs. 379, in the middle school from Rs. 1,063 to Rs. 1,515, and in the lower schools from Rs. 1,791 to Rs. 1,891, giving a total increase of Rs. 679. 126 boys passed the Lower school examination and entered the middle school. With the exception of a short time in the

summer, when he was upon leave, the school has been the whole year under the charge of Mr. J. Harvey, whose devotion to his work and judicious management are deserving of the highest praise."

Transfer of the school library to the Municipality at Amritsar.

"The library attached to the school contained a very fair collection of books, but with the exception of a few of the more ordinary works of reference they were very seldom taken down from the shelves by either the masters or the boys, and it appeared to me to be a great pity that they should not be more generally utilized. I therefore proposed to the Municipal committee, through the Head master, that they should revive a project, that they once before entertained, of establishing a free public library, and should take the books belonging to the school as a nucleus for it. This proposal was willingly accepted by the committee, and, the sanction of Government having been obtained, the school library was transferred to them on trust. At the same time the proprietors of the station library made over their books also on the same terms, and the Municipality agreed to expend a certain sum every year in adding to the collection of books and purchasing papers, English and vernacular. A large room in the Town Hall has been appropriated to the library, and suitably furnished. Of course it was stipulated that the students and masters of the school were to have free access to the books, and to facilitate this the Municipal committee have made over for the sole use of the boys a large gallery at one end of the library. The result of this measure has exceeded my expectations, for not only is the library already extensively used by the people of the town, but the school-boys who formerly never thought of taking out a book have now begun to take pleasure in general reading."

"At almost all times of the day native readers will be found in the public library, and for the last few months the average daily number of such has been 30."

Hushiápur zil' school.

"During the whole of the year the Hushiárpur school had to labor against the drawbacks of a very insufficient staff of teachers. Up to the beginning of January 1874 it was with great difficulty that the work was carried on, but after that, when the classes were promoted, when there was the full complement of three classes in the upper school, and when the middle school was increased by the addition of 44 boys who passed the Lower school examination, it became utterly impossible to teach the school efficiently with a staff of masters originally intended for a middle school only. It was only near the end of the year that an additional master was obtained, and then the advent of the drawing master, who took charge of the mathematical instruction of the upper school, made things work much more smoothly. Even now the establishment is far below the proper strength, and some early steps should be taken to add to it."

"Notwithstanding the difficulties it has had to withstand, the Hushiárpur school has steadily progressed. The number of boys in the upper school has increased from 24 to 37, in the middle school from 154 to 179, while in the lower schools the numbers are stationary at 270. The fees have increased in the upper school from Rs. 69 to Rs. 125, in the middle school from Rs. 377 to Rs. 393, and in the lower schools from Rs. 246 to Rs. 300. The teaching of all the classes has been wonderfully good considering the paucity of teachers; and the answering of the boys who went up to the Middle school examination was highly creditable to the school. The number of boys in the upper and middle schools is now so large, and must inevitably so greatly increase, that it has become necessary to remove some of the classes of the lower school to another building."

The Upper school at Dehli.

78. The Dehli school is at present the only school in the Ambála circle that has an upper department. It sent up 10 candidates to the Entrance examination of the Calcutta University and 3 to that of the Panjáb University College. Of the former 5 passed, and of the latter 3. In the Departmental examinations the average number of marks gained by the 8th class were lower than in any of the other schools, and the 7th class held the fifth place amongst the six Upper schools. Considering that the Dehli school has three English masters, an advantage not enjoyed by any other school in the province, and considering also the high reputation the school enjoyed in former years, I cannot deem these results altogether satisfactory. There have however been various changes, owing to leave and otherwise, that have exercised a disturbing influence on the work. The following are the remarks of the Principal on the results of these examinations, and the work of the masters of the upper school:—

Remarks by Mr Sime regarding the success of the Dehli boys in the Entrance examinations of the Calcutta University and the Panjab University College.

"For the Entrance examination of the Calcutta University, 10 candidates were sent up, of whom five passed—three in the first, one in the second, and one in the third division. The class from which this result was derived was much larger than that of any previous year, the result itself being numerically smaller than any since 1864. This is very unsatisfactory, and it is no palliation of the failing that the returns for Dehli were less lamentable than those of the Panjáb generally. And although there might be error in attributing this retrogression to an individual cause—for various very dissimilar circumstances have weight in determining the character of an examination result—yet I do not hesitate to attribute it *mainly* to the generally bad material of which the upper school classes are made up. The next lower class is worse, and the next as bad; and it is not without significance that of those who entered the upper school from the outlying districts on passing the Middle school examination, *not one*, in three successive years, has been able to appear in the University Entrance examination. So far as the cause may have been in the tuitional arrangements that has the attention of the staff. It should also be noted as of some bearing on the point, that the University standard is being gradually raised, and it is in favor of Dehli that the highest places continue to be hers. Three of the failed candidates had appeared in the Entrance examination of the Panjáb University College in the previous April, and passed."

Remarks by Mr Sime regarding the success of the 7th and 8th classes of the Dehli zil' school in the Departmental examination.

"The returns for the seventh and eighth classes in the Departmental examination were not altogether satisfactory. Twenty-seven appeared from the former, of whom 12 passed, and thirty from the latter, with only 9 passes. The failures in the seventh class were mainly in English and mathematics, those of the eighth in mathematics. The results in the second language and in history were highly satisfactory. The eighth class had, with some very high scoring, no failures in the latter subject. The average per-centages, in mathematics are not bad, namely, for the seventh class,—in English 38, in the second language 44, in history and geography 47, in mathematics 32; for the eighth class, in English 39, in the second language 40; in history and geography 47, in mathematics 26."

Remarks by Mr. Sime regarding the staff of the Dehli school.

"I have much pleasure in bearing testimony to the zeal and ability with which the staff continue to discharge their respective duties. I would especially refer to the good management and painstaking perseverance of the Head master, to the quiet, sound, and effective labours of Mr. Carne, and to the very superior teaching power of Mr. MacArthur. To Mr. Beddy I am additionally indebted for a ready support to all measures for the good of the school, and to Mr. Carne and to Mr. MacArthur for their interest in the school and college sports. The teaching of Maulaví Latíf Husain was, as heretofore, very successful; and I consider this officer very deserving of promotion."

Mr. Sime's view of the award of scholarships to boys who have passed the Middle school examination.

79. The Principal is opposed to the practice of awarding scholarships even to boys who have passed the Middle school examination with the view of enabling them to prosecute their studies at upper schools. The following are his remarks on the subject:—

"Were I sure of its being to any purpose, I would repeat with double emphasis the remark which I made last year on this subject. It cannot but be ruinous to bring youths away from their homes at such an age; and it will be instructive to note the numbers, whether large or small, who will have the moral courage under such a system to continue their studies to the higher classes. It is already, I am convinced, producing mediocrity in our upper schools. Better, far better, abolish one of the colleges than have the upper school requirements of the province so inadequately met."

As far as I can understand, these sweeping conclusions are based on the experience of the Principal that the boys now at Dehlí who have come in from outlying districts do not make satisfactory progress. He does not seem to think it possible that such failure may be due to local causes. Some of the most distinguished students that the Panjáb has produced during the last fifteen years have been sent in to central schools from out-districts, nor do the boys who in former years attended the boarding school at Dehlí appear to have formed an exception to this rule. The student of the Dehlí college who so greatly distinguished himself in the late B. A. examination, and is now reading for honours, was sent in years ago (at an earlier stage if I am not mistaken than the Middle school examination) from a small town in the Gurgáon district.

The Principal thinks that a boy who has passed the Middle school examination is too young to attend a boarding school, but one of the most promising zil' schools in the province is composed mainly of boys sent in from the district who have not yet passed the middle school examination.

The system of boarding schools has both its dangers and its advantages, the former certainly and perhaps the latter are greater in large cities. The practice of sending boys to Dehlí does not seem to be popular, and when the establish-

ment of an upper school at Rohtak was proposed a considerable number of students then at Dehli requested to be transferred to that school. At Amritsar, on the other hand, which is the next city in size in the Panjáb, it has been found absolutely impossible to provide accommodation or instruction for all the candidates for admission and it was necessary to turn many away.

Gujrát zil' school.

80. The Ráwalpindi circle has one upper department at Gujrát, which has been lately constituted.

For the Entrance examination of the Calcutta University there were 2 candidates, of whom one passed; and for that of the Panjáb University College there were 3 candidates, who all passed. For the Departmental examination the 7th and 8th classes hold the fourth place, judged by the average number of marks.

The following is an extract from the Inspector's report on the general progress of the school:—

"I visited this school at the end of January, and found that it had improved very materially in every respect under the superintendence of Mr. Buchanan, the Head master, who had been then about a year in the school. Since he resumed charge the numbers have more than doubled, the fees have increased five-fold, and he expects a monthly income of Rs. 80 from this source in the current year. As has been shown, the school did well in all the examinations in which it took part; and my own examination, which embraced every class in all or some of its subjects, confirmed the impression that the school is now in good working order, and that the staff are conscientious and diligent in the discharge of their duties. In his report Mr. Buchanan complains of the insufficiency of the staff and the inadequacy of the building for the large and still increasing numbers. The staff has been lately strengthened by the appointment of Mr. C. Kirkpatrick as second master, and a teacher of surveying and drawing has also been sanctioned; while the enlargement of the building is under consideration. The lower school and the branches are much more efficient than they used to be. I was specially pleased with the branch schools, which seem very thoroughly taught by their respective masters under the superintendence of Jaláluddín. Cricket and other athletic sports are prosecuted with much vigour in the Gujrát zil' school; and altogether a good healthy tone prevails throughout the institution."

Remarks by Mr. Dick regarding the appointment of surveying masters and teaching science.

81. With reference to the appointment of surveying masters and teaching in science, he writes as follows:—

"In connection with these schools (*i. e.* zil' schools) a new feature of an experimental character has been introduced by the appointment of masters for the teaching of the elements of surveying and drawing. This is a recognition to a certain extent of the felt necessity of bringing our teaching into closer connection with the scientific wants and tendencies of the age. Especially in India has our education hitherto been confined to mere book knowledge; the minds of our students have scarcely at all been brought into contact with things, or made to observe, classify and generalize from an actual view of objects, their properties, and the laws of their phenomena. Hence the impractical character of our education has rather fostered

than checked what has always been a marked characteristic of the Hindu mind—a want of practical power to wrestle with nature and bend it to the supply of his wants.

"Hence I look on this beginning of scientific education as most important, though it is open to doubt whether we have done right in making this beginning so technical. To me it would rather seem to be wiser to inagurate a simple course of experimental lessons on the properties of bodies and the elements of mechanics and chemistry, which have all the advantage of being most interesting in themselves and capable of simple and striking illustrations. Technical education should, I think, be confined to special institutions established for the purpose, to which students will be attracted by the natural bent of the mind or the hope of advancement in life."

I have discussed above (*vide* para 8) the question of teaching science, and I entirely concur with Mr. Dick as to the necessity of giving scientific instruction.

The Dera Gázi Khan zil' school.

82. The upper department of the Dera Gází Khán school possessed last year a 7th class only, which has beaten every other 7th class in the province. The staff however is at present quite insufficient for the proper instruction of the whole school. At my next visit to the station I shall see what can be effected with the view of placing matters on a proper footing.

The number of boys attending the middle department of zil' schools, and the number who passed the Middle school examination.

83. The number of boys attending the middle departments of zil' schools proper has risen during the year from 2,202 to 2,683, or, including the Firozpur school (which is organized like a zil' school and managed by the department though supported on the grant-in-aid system), and the aided and endowed schools at Dehli, from 2,461 to 3,006. From zil' schools proper there were 171 candidates for the Middle school examination, and of these 98 passed. In the previous year no less than 131 passed, out of 142 candidates. As I have already stated however, the standard had been suddenly raised very considerably;—the boys being required to gain 40 per cent of the maximum number of marks in each subject, instead of 30 as in the previous year, and 50 of the total number of marks instead of 40. The great improvement that has taken place in the middle department of zil' schools during the last few years may be inferred from the fact that when the first Middle school examination was held four years ago, out of 149 candidates only one boy obtained more than 50 per cent of the maximum number of marks in English, and only 19 boys more than 40 per cent; whereas in the last examination 96 boys obtained more than 50 per cent, and 145 more than 40 per cent. In Urdu 100 boys, in history and geography 115, in arithmetic 75; and in Persian 129 boys obtained more than 50 per cent. It may be reasonably hoped that every boy who passed the Middle school examination this

year will succeed also in passing the Entrance examination if he prosecutes his studies to that standard.

The following remarks on the results of the Middle school examination are from the report of the Inspector of the Lahore circle :—

" In his last report Mr. Pearson, Officiating Director of Public Instruction, commented very justly on the low standard of attainments required to enable a boy to pass the Middle school examination. This standard was fixed at a time when the class of teachers who taught the middle school classes was much inferior to the men to whom that work is now allotted, and it was always intended to raise the standard as soon as the new staff of teachers had had time to effect the expected improvement of their classes. This improvement took place rapidly, and each year the answering was better than in the year before, until in the examination of 1872-73 out of 69 candidates from the zil' schools of this circle only five failed to pass, and it became evident that the standard ought to be raised. This was done at the last examination, the minimum passing marks in each subject being raised from 30 to 40 per cent, and a minimum of 50 per cent on the aggregate marks being also required. Under the new conditions the proportion of successful candidates was very much reduced, but though fewer boys passed, it must not be supposed that the answering generally was at all worse than in previous years ; on the contrary, I believe it was better. The following table gives the results of this examination for zil' schools.

Name of school.	No of candidates.	No. passed.
Lahore zil' school	17	12
Lahore anglo-oriental school	6	4
Amritsar zil' school	19	8
Hushiárpur zil' school	9	6
Ráhun zil' school	8	6
Gurdáspur zil' school	8	6
Núrpur zil' school	4	0
Batála zil' school	1	1
Gujránwála zil' school...	5	3
Total ...	77	46

"It will be seen that Hushiárpur, Ráhun, Gurdáspur, and Lahore have as in former years acquitted themselves very creditably."

Remarks by Mr. Alexander regarding middle zil' schools in the Lahore circle.

84. Regarding the progress of the schools at Ráhun, Batála, Núrpur, Gujránwála and Gurdaspur, the Inspector writes as follows:—

Ráhun zil' school.

"The progress that I had to report last year in the Ráhun zil' school has continued uninterruptedly during the year under review. The number of boys in the middle school increased from 82 to 119, but there was a slight falling off in the branch schools, which at the end of the year counted only 298 pupils against 311 at the end of the previous year. The total number of boys, however, increased from 393 to 417. Fees in the Middle school increased from Rs. 152 to Rs. 224, and in the lower schools from Rs. 259 to Rs. 283, giving a total increase of Rs. 96. The teaching also has improved, and excellent progress has been made in all the classes. The answering of the boys at the Middle school examination was particularly good, and they obtained higher average marks than the boys of any other zil' school in this circle. Bábú Múl Chand, the head master, deserves much credit for his firm and judicious management of the school, and also for his careful supervision of the branch schools, which this year passed 30 boys into the middle school."

Batála zil' school.

"The Batála zil' school has also continued to make good progress. The number of boys in the middle school has increased from 79 to 105, and the fees from Rs. 127 to Rs. 162. In the lower schools the number of boys has risen very slightly—that is, from 333 to 341, but the fees have increased from Rs. 298 to Rs. 321. There was no sixth class in the middle school during the year, but one boy who had formerly been in the sixth class and was reading in the fifth, was permitted to go up to the Middle school examination and he passed. Twenty-eight boys passed the Lower school examination from the branch schools. Mr. Baston, the head master, and his subordinate teachers have worked well, and the general progress of the classes has been satisfactory."

Núrpur zil' school.

"In point of numbers the Núrpur zil' school has made considerable advance, but in other respects the progress has not been quite satisfactory. The number of boys in the middle school has increased from 57 to 77, and the fees from Rs. 80 to 134. In the branch school the number of boys has risen from 238 to 252, and the fees from Rs. 103 to Rs. 113. The town of Núrpur has been greatly depopulated and impoverished by the total destruction of the wool trade, and this has very materially affected the school. With very few exceptions the boys are very poor, and out of school hours, instead of preparing their lessons for the next day, the elder boys try to earn a livelihood by working at some handicraft, or endeavour to qualify themselves for employment by giving assistance in the post office or tahsíl. In fact, the material wants of life press so hardly on them that their minds are distracted from their studies, and their progress in school is consequently retarded. The masters deserve some commendation for having kept the school together as well as they have done. A considerable sum has been spent this year by the Public Works Department in putting a handsome new slate roof on the school-house, but unfortunately a slate roof is singularly unsuited to the locality, as the monkeys are unusually numerous and mischievous, and they have already done an immense amount of injury to the roof, which they will probably destroy altogether unless some energetic preventive measures can be taken.

The Gujránwála zil' school.

"The Gujránwála school shews an increase of 113 boys during the year. In the middle school the numbers went up from 82 to 96, and in the lower schools from 211 to 310. The fees have also increased. Though this school has wonderfully improved during the last four years, and the head master Ishán Chandar Mukarjí, deserves great praise for the energy and judgment with which he has raised it from a very low state to its present comparatively flourishing condition, I am still very far

from being satisfied with the amount and quality of the work done in the school, especially in the higher classes. This will receive my careful attention, and I hope to be able to give a better report next year."

The Gurdáspur zil' school.

"The Gurdáspur zil' school is one of the most satisfactory in my circle. It contains now 122 boys in the middle, and 95 in the lower school, being an increase of 30 in the former and 21 in the latter. The fees have increased in the middle school from Rs. 170 to Rs. 284, and in the lower school from Rs. 96 to Rs. 109. The most pleasing feature of the school is the excellent tone that prevails throughout it, and at the same time no school in the circle excels it in the amount and quality of the work performed."

"The former excellent head master, Hari Sing, was removed to a more important post in September, and has been succeeded by Molak Rám, who has proved himself an able and painstaking teacher. The boarding house is crowded by about 70 boys. The arrangements generally are excellent, and a careful watch is kept upon the conduct of the boys. Additional accommodation is about to be provided for the boarders. The new school-house is in course of erection, and the school is at present held in the patwárí's school-house."

Ill success of the candidates from the Dehlí zil' school in the middle school examination held in 1873.

85. It was reported last year, with reference to the Middle school examination, that Dehlí, though sending up 21 candidates, was weak in English and general knowledge; and in the year under report the results as regards the Dehlí middle school were far from satisfactory: out of 18 candidates only 7 passed, and the boy who stood highest held the 63rd place amongst the 98 zil' schoolboys who were successful. Arithmetic is badly taught in some of the classes, the boys of the highest class have no idea of translating easy sentences from Urdu into English; and though promotions have been made from class to class of boys not well up in all subjects, there is an undue number of boys who have been more than the appointed time of one year in their respective classes. If the next Middle school examination should shew no better results than the last I shall consider it necessary to make some radical changes in the staff of teachers.

Zil' schools in the Ambála circle.

86. There are seven zil' schools in the Ambála circle, besides that at Dehlí. They are situated at Jagádhrí and Rúpar in the Ambála district, at Rohtak; at Riwárí in the Gurgáon; and Bhiwání in the Hissár district; at Karnál and at Simla. These schools, as also the Anglo-arabic school at Dehlí, are under the Inspector. The number of boys in the middle department has risen from 515 to 692, and in the lower from 2,101 to 2,270. The amount of fees collected has risen from Rs. 2,951 to Rs. 3,398. The most important school is that at Rewárí, which contains in the middle department 162 boys.

These schools sent up 36 boys for the last Middle school examination, of whom only 13 passed. The examination was, as I have explained above, more

difficult than in previous years, but the results compared with other circles are unsatisfactory: Lahore having passed 42 out of 71, Ráwalpindí 25 out of 31, and Multán 11 out of 22. At the Lower school examination 194 boys passed out of 249.

The following remarks are extracted from the report of the Inspector:—

"The average rate of fee levied in the middle department is 3¼ ans. and in the lower department 1 anna per mensem."

"All these schools being of the middle grade, the highest examination for which they enter is that called the Middle school examination. They sent up 36 candidates last year and passed 13. The Jagádhrí and Rohtak boys did well; Karnál, Bhiwání and Rúpar badly. The successful candidates are allowed to enter the upper department of the Dehlí zil' school with a view to studying for the University examinations, those who have taken a sufficiently high place being provided with scholarships."

"The object aimed at in this plan is to obviate the overburdening of the teaching staff by the formation of upper classes, which would in most cases contain but one or two boys each. By collecting the boys at Dehlí, a respectable class can be formed, and efficient instruction ensured. So far the arrangement ought to be successful, but in practice it is found that the stipends do not offer sufficient inducement for boys to leave their homes. The residents of villages and small towns such as Bhewání,* Rohtak, &c., have a great dislike to send their sons to a large city like Dehlí, and those boys who do join seldom remain more than a year or two. On the occasion of one of my visits to Rohtak during last cold weather a large number of the principal inhabitants presented an application that an upper department should be formed in the zil' school there. I felt that there existed strong reasons in favor of the proposal, and I suggested that as a probationary measure a seventh class should be formed, if it could be done without increasing the staff of teachers. Numerous petitions from boys of the Rohtak, Gurgáon and Hissár districts, who were or had been studying at Dehlí, were immediately received. They all desired to be transferred to Rohtak, and not only a seventh class but a full upper department of about 30 boys could have been commenced at once. The existing staff of teachers could not of course have undertaken the extra work, and the proposal fell to the ground. I am however firmly convinced that the establishment of an upper zil' school in this circle at some place besides Dehlí would prove a substantial advantage to higher education."

"All boys desiring to learn English, which is not taught below the middle department, are required to pass the Lower school examination. They must be able to read and write Urdú well and to work sums in the four compound rules of arithmetic. There were 290 candidates for admission into the eight Government middle schools, and of these 221 passed the test.

The Anglo-arabic school at Dehlí.

"Though in the general statistics I have included those of the Anglo-arabic school at Dehlí with those of the zil' schools of the circle, the former cannot strictly be regarded as a Government school. It is supported entirely by Nawáb Fazl Ali Khán's endowment, commonly called the Nawáb Fund, which yields a monthly income of a little over Rs. 600. In my last annual report (para 18) I tried to describe the constitution of this school, and the circumstances which led to its establishment. It has, there

*Bhiwání contains 32,252 inhabitants, and there are only six larger towns in the province,

is no doubt, been effective in extending education to the Muhammadans, whom in former days it was so difficult to reach, and it must be admitted the school has been a success, for we have a very much larger number of Muhammadans now under instruction in Dehlí, than we ever had before. The system of scholarships is by no means perfect and it is difficult to make it so. Muhammadan boys of respectable family and in indigent circumstances are eligible for stipends, subject to certain limitations of age. The members of the committee are supposed to see these conditions fulfilled, and if they were a little more earnest in their work arrangements could be much more satisfactorily made. As it is, however, I fear there is much jobbery."

Zil' schools in the Ráwalpindí circle.

87. Four zil' schools of the Ráwalpindí circle, *i. e.* the Gujrát school, the Jhelam school, the Kohát school, and the Bhera school, sent up 31 candidates for the Middle school examination, the Abbottábád school had no 6th class and supplied no candidates. The Jhelam school passed all its candidates, 10 in number; the Gujrát school 9 out of 12; the Kohát school 4 out of 6, and the Bhera school 2 out of 3. Two of the Jhelam students obtained the highest marks in the province.

Mr. Buchanan, Head master of the Gujrát zil' school, commended.

58. The success of the Gujrát middle school, and the state also of the upper department, are highly creditable to Mr. Buchanan, who as I have already pointed out has laboured under the disadvantage of a very weak staff of teachers.

Inspector's report on the zil' schools at Jhelam, Kohat, Abbottábád and Bhera.

89. The following extracts regarding the other schools are from the Inspector's report :—

The Inspector's report on the Jhelam zil' school.

"The improvement expected by Mr. Pearson in his last report has been made to a very considerable extent, as witnessed by the high place Jhelam took in the Middle school examination, as well as by the results of my own examination in the middle of February. The new Head master, Hírá Lál, has thrown himself heartily into his duties, and Mr. Jennings has continued under him to do good work. I was specially pleased with the English and dictation of the 4th class taught by Mr. Jennings. Their penmanship was also very good, as was that of the school generally. The lower school however still continues unsatisfactory, for while the reading throughout was good, Arithmetic was defective, and geography very much neglected. The weak subject of the middle school is arithmetic. Geography too might be improved in its higher and more interesting respects, but upon the whole the present condition and prospects of the school are satisfactory, and it comes to be a question whether the time has not now arrived to raise Jhelam to the rank of an upper school."

"Its numbers and the success of its students during the past year quite warrant the step, and Mr. Pearson, I believe, led the teachers to expect such promotion if their success in the Middle school examination reached a certain standard, which was more than attained.

The Inspector's report on the Kohát zil' school.

"This school continues to be well managed by the Head master, Pír Bakhsh, whose character and skill as a teacher have kept this frontier school in a most creditable position among zil' schools. Besides the usual sources of income, it has been the practice in connection with this school for a

number of gentlemen, European and Native, to contribute small sums monthly to aid the children of poor parents in obtaining a good education. The money accumulated in this way has been invested, and now, with the current contributions, yields a monthly income of nearly Rs. 30, which is expended on scholarships and payment of fees for indigent lads. This is an interesting feature, which deserves to be noticed in connection with the school."

Inspector's report on the Abbottabad zil' school.

"I examined this school in November, and am glad to be able to confirm the good reports made of it by Dr. Leitner and Mr. Cordery. The Head master, Maiyá Lál, has been now three years in the school and has done much to improve its numbers and efficiency. The numbers have more than trebled since his appointment, having risen from 30 to 100, the present complement."

"The improvement in discipline and learning has been no less marked. In English, translation, dictation and arithmetic the pupils did very well. They were somewhat weak in geography, having from want of periodical revision forgotten work previously done. They are not strong in English grammar, nor as might be expected in retranslation from Urdú into English. There were only 4 classes at the time of my inspection, but the numbers in the 3rd and 4th classes, 17 and 6 respectively, are promising for the coming year. The staff will require strengthening, two masters and a monitor being insufficient for the increased work. The school building too needs enlargement, a point which is at present under consideration. When we consider the difficulties the school has to contend against, its present state cannot but be considered gratifying and creditable to Maiyá Lal and his small staff. The station is small and the population fluctuating with the regiments stationed there, so that it is difficult to keep up the numbers, especially in the senior classes. Major Waterfield kindly presided at the distribution of prizes, and afterwards addressed a large assembly of the influential native gentlemen of the station and district on the comparative progress of education in this and other countries. Two of the native gentlemen present, Raja Jahán Dád Khán and Sammandar Khán of Gárí, expressed their intention to erect schools in their respective villages at their own expense, an example which one would gladly see more frequently followed by those whose position and wealth make them the natural leaders and guides of the people."

Inspector's report on the Bhená zil' school.

"From previous reports of the Multán Inspector I can gather that this school had been for some years past in a depressed state, from which it was first beginning to recover when Mr. Clarke wrote his last report. This year I have to report that the improvement then noted has continued under the new Head master Shámá Charn Ghose, who joined in August last. The numbers in the middle school have increased from 47 to 54, and in the lower from 175 to 207; while the fees have increased from Rs. 118 to 151.—Of the three boys sent up to the Middle school examination two passed and took a good position; they are both continuing to prosecute their studies, the one at Gujrát and the other at Lahore. English, Persian, and Urdú are well taught, and geography fairly so. The only very weak subject is arithmetic, which in the time-table has hitherto been mixed up with geography and history and has not had sufficient time devoted to its study."

An upper department cannot be formed at Jhelam, but the pupil teacher system will be introduced there

90. It would not be possible to organize an upper department at Jhelam on a satisfactory basis, unless the elder boys were required to assist in tuition; but there could not be a more favorable locality than one where the school is presided over by so able a Head master for the introduction of the pupil teacher system.

Zil' schools in the Multán circle.

91. There are three zil' schools in the Multán circle, the Dera Gází Khán school (with an upper department), the Multán school, and the Jhang school. There were 16 candidates for the Middle school examination, of whom 7 passed. Only two boys of the Dera Gází Khán school were successful, but several who failed were allowed to enter the upper department. There were two candidates from the Multán school, of whom one passed, the other gained high marks in the aggregate but failed in arithmetic.

The Multán zil' school.

92. The general condition and progress of the Multán school is not satisfactory; it is reported that—

"The difference between the registered number of students in the middle department and the average daily attendance for the month of June was more than double that of any of the other zil' schools in the circle; 2nd, that the middle department was not in a good condition as regards its material, the number of students in the two highest classes being very small, and many of the students in the lower ones being too old to carry on their studies to a successful issue; 3rd, that the 6th and 5th classes were very fair with the exception of one boy; that one half of the 4th class was good in geography and arithmetic and bad in writing English from dictation; and lastly, that the 3rd class, was according to its standard, the best of all. It will be some time before this or any other school in the city of Multán can be subjected to as strict a test as schools in many of the other large cities, but the reason for this I cannot explain. Mr. Wood, the present Head master, is doing all that any one can be expected to do for the zil' school. At the three Middle school examinations that took place since he has been in charge, 5 candidates out of 7 passed out of the school, and of the two that failed one cannot be said to have been strictly under his tuition, as he entered the school only a few months before giving the examination."

The Jhang zil' school.

93. The Jhang school is on the whole favorably reported of. It sent up six candidates for the Middle school examination, of whom two passed. The organization of an upper department would be popular, but is not at present practicable, unless by the appointment of pupil teachers.

Vernacular schools of the middle class.

94. The number of middle class vernacular Government schools has risen during the year from 97 to 104; the number on the rolls from 9,834 to 11,497; the number in classes above the second, which answer to the middle department of zil' schools, from 2,577 to 3,107; and the average attendance from 8,047 to 9,158. It should be observed that amongst these schools are 13 which are not purely vernacular, as an English department, maintained on the grant-in-aid principle, is attached to them, and the course of study is the same as in zil' schools.

There are also eight anglo-vernacular schools managed by Deputy Commissioners and Cantonment Magistrates, and 13 vernacular schools under Deputy Com-

missioners, which appear in different returns owing to their being supported entirely on the grant-in-aid system.

Results of Middle school examination.

95. From Government vernacular schools there were 224 candidates for the Middle school examination, 35 in English and 189 in the vernacular. Of the former 14 were successful, and of the latter 60. Of the anglo-vernacular schools the Ambála circle sent up 10 candidates, who all failed; the Lahore circle 19, of whom 10 passed; and the Ráwalpindí circle six, of whom four passed. It is remarkable that the Siálkot district contributed no less than eight of the successful candidates. The anglo-vernacular aided schools under Government officers sent up 27 candidates for the Middle school examination, of whom 10 passed, and vernacular aided schools 41, of whom 19 passed.

The examination in the vernacular was held for the first time in 1870. Considering the standard of the examination,* these results appear to me to be on the whole highly satisfactory: 663 boys of Government vernacular schools and 204 of aided vernacular middle schools passed the Lower school examination. Last year 342 of the former and 38 of the latter were successful.

Suggestions for improvement of vernacular schools.

96. Some of the vernacular schools are in very good order, some are below the standard, not a few are provided with a very insufficient staff. On the whole they are making steady progress, but all are capable of great improvement. Their improvement depends mainly on three things, first the provision of additional funds, which will I hope be arranged for; secondly the improvement of normal schools so as to supply superior teachers; and thirdly the encouragement of successful students. What is now in progress and what is still required for the improvement of normal schools will be shown when I come to treat of those institutions; but I shall offer here a few remarks on the encouragement of students of distinguished ability.

The standard of vernacular education throughout the country might be greatly raised without difficulty if Government were to enact that *after a certain date* all candidates for employment *below a certain age* should be required to satisfy an educational test. At present, provided that a man is a good munshí, interest will procure him employment; whilst general knowledge will as a rule go for nothing. If a youth has friends in a Persian office they can give him opportunities of learning office work that will make him more useful than the cleverest boy who comes direct from school, and hence if all officers were suddenly prohibited from giving

* A student being required to obtain 40 per cent in each subject and 50 in the aggregate number of marks.

employment to men who failed to pass an examination great practical inconvenience would ensue. The promulgation of such an order as I have suggested would however injure no one, whilst it would exercise a powerful influence on the education of the rising generation.

In connexion with this question I may notice a valuable suggestion made by Mr. Oliver, who has always shewn great activity in the promotion of education. During the four years he has held charge of the Gurgáon district he has constantly endeavoured by holding public meetings and otherwise to persuade the people, and especially the head-men of villages, of the advantage of sending their sons to school; but he finds that the result of his efforts is far less than might be expected. He urges that Government should insist on the sons of head-men being sent to school, and that in electing new head-men a preference should be given to those who are educated. He contends that Government have a right to demand certain qualifications from all their servants; and that the lambardárs are the servants as much of Government as of the village. He suggests that the easiest way to begin the system would be to grant the fee claimable by minor lambardárs only on condition of their attending school; and he states that in the Gurgáon district alone there are more than 200 such minors, so that a very respectable beginning might be made.

Upper vernacular school at Ludhiána.

97. An upper school on the grant-in-aid system has been established at the head quarters of the Ludhiána district. All the boys of the upper department, and some of those in the middle department, come in from the district. At the time of my visit the boys of the upper department, about 31 in number, all received scholarships; but 32 boys in the middle department, who had come in from the district received no scholarships. It is satisfactory to find so many ready to leave their homes at their own expense for the purpose of obtaining a good vernacular education. This district has contributed to the Rurki College a large number of boys, who have subsequently obtained employment, and the wish to go to Rurki is one chief cause of the success of the school.

The upper department should have at its head a man who has received a good University education, and I shall at my next visit consult the Deputy Commissioner as to the measures that should be taken to improve the school. I hope to see a few good upper departments throughout the province with a sufficient number of scholarships to attract picked boys from surrounding districts; and

these departments again will I hope contribute students to the Oriental College which is maintained by the Panjáb University College.

98. Some years ago English teachers on small salaries were attached to a considerable number of schools. They were paid by means of local subscriptions supplemented by grants from Government. Many of these teachers were very inefficient, and have been gradually reduced. The number of schools thus constituted which still remain is 13, as stated above. Regarding those in the Lahore circle Mr. Alexander writes as follows:—

English masters employed on the grant-in-aid system in Government vernacular schools.

"Seven of the schools returned as vernacular middle schools are in reality anglo-vernacular institutions, as they have attached to them a staff of English teachers paid from municipal funds and Government grants-in-aid, and the course of study followed is the same as in zil' schools."

"The number of English students in these schools has risen from 259 to 329. The English teaching is generally very fair, and in some places, considering the small salaries paid to the masters, it may be called really good. The English answering of the boys of the Daská and Zafarwál schools at the late Middle school examination was particularly good, and one of them obtained higher marks in English than any other boy in the province."

In the Ambála circle there are six vernacular schools to which an English department is attached, besides the aided schools at Jhajjar and Kasaulí. These schools generally appear to be inferior to those of the Lahore circle. The Ráwalpindí circle contains two of these schools, which seem promising, that at Pind Dádan Khán* sent up three successful candidates for the middle school examination.

99. In the Lahore circle there were at the close of the year, including the schools to which English teachers are attached, 44 middle class vernacular schools, containing 4,871 boys. Out of 66 vernacular students 30 passed the middle school examination. The total number of candidates was 85, of whom 40 passed. One school in the Siálkot district passed six candidates—the whole number sent up. 251 boys passed the Lower school examination, against 214 in the previous year.

Middle class vernacular schools in the Lahore circle.

Mr. Alexander observes that—

"A much larger number of schools sent up candidates to the Middle school examination this year, and, considering that a higher standard of excellence was required for passing, the results of the examination were sufficiently satisfactory. The Qila Sobha Singh school in the Sialkot district was more successful than any other in the province."

* This appears in the returns as a primary school, as it has not been as yet formally raised to the middle grade.

Middle class vernacular schools in the Ambálá circle.

100. In the Ambálá circle there were at the close of the year 39 Government and 7 aided middle class vernacular schools under District officers, in all containing 4,968 boys. This shews an increase of 3 schools and 863 boys over last year. For the Middle school examination there were 61 candidates, of whom 32 were successful. No less than 17 of the successful boys were from the middle department of the Ludhiána school. No other school in the circle contributed more than two boys; 205 boys passed the Lower school examination, last year the number was 118. Mr. Cooke observes that—

	Candidates.	*Passed.*
Government vernacular schools	25	13
Aided vernacular schools	36	19
	61	32

"The greatest caution requires to be exercised in raising primary schools to the middle grade. The teacher who has worked one or two boys through the Primary school examination is always anxious to form a 5th class, and, if allowed, is liable to neglect the lower boys for the one or two more advanced."

Middle class vernacular schools in the Ráwalpindí circle.

101. The Ráwalpindí circle contained at the close of the year 11 schools with 1,443 boys, against 6 with 731 boys at its commencement. Only 14 boys passed the Middle school examination. The Lower school examination was held for the first time in the circle, and 109 boys were successful.

The following remarks regarding the ill success of vernacular students in the Middle school examination are from the report of the Inspector of the Ráwalpindí circle, who is inclined to doubt whether the present standard of the Middle school examination can be maintained for *vernacular* schools:—

"The results of the Middle school examination in this circle present some features of interest. The zil' and anglo-vernacular schools were remarkably successful, passing 29 out of the 37 candidates sent up, or fully 78 per cent, the average per-centage for the whole Panjáb being 41. The vernacular schools on the other hand were singularly unsuccessful, only 15 out of 81 succeeding in passing, or scarcely 20 per cent. To a certain extent a difference in favor of the better equipped zil' schools must always be expected, but not such a marked difference as the above. There can be no doubt however that the vernacular middle schools of this district are deficient in thoroughness all round, the teaching being unmethodical, and consequently inefficient. It is a question too whether the vernacular boys do not find 4 books of Euclid and Algebra up to simple equations harder than the equivalent English subjects of the zil' and anglo-vernacular schools. At present as far as the vernacular schools of this circle are concerned (and the same might be asserted of the rest of the Panjáb), the standard would seem to be pitched too high; and when we consider that 40 per cent must be taken in each subject with an aggregate of 50 per cent in order to pass, the question may well be discussed whether we are not expecting altogether too much from lads of their age and training. The examination

is incomparably more severe proportionally than the one exacted by the Calcutta University from its Entrance candidates, who are at least 3 years in advance of our middle school candidates."

"The revised system of marks has scarcely had a fair trial yet, but if the results in the vernacular schools do not speedily improve the question must again be taken up. More than 30 per cent (the proportion for vernacular schools in the whole Panjáb)* should be able to carry with them a pass certificate at the close of their middle school career."

Inexpediency of lowering standard of the Middle school examination.

102. I believe myself that in a few years the majority of boys will be able to pass. The proportion who have passed this year is low, but the per-centage is as high as that of students throughout the Presidency who have passed the Entrance examination of the Calcutta University. Few of our vernacular middle schools are provided with a sufficient number of competent teachers; and, bearing this fact in mind, and considering also that the examination is comparatively more difficult than that of the Calcutta University, the results are encouraging; some schools moreover have done very well, and from the Ráwalpindí circle itself several boys of even primary schools have passed.† For a few years we shall have a large proportion of failures no doubt; but we should gain nothing by lowering the standard. We hope by the award of scholarships to induce a larger proportion of those who pass to continue their studies; but the mass of boys can gain only certificates, and these will be of much greater value and consequently more sought after if they are known to be a proof of real proficiency.

Middle class vernacular schools in the Multán circle.

103. The Multán circle contained at the close of the year 10 schools, with 1,191 boys; at the beginning of the year there were 10 schools, with 911 boys. For the Middle school examination there were 19 candidates, of whom only 2 were successful. It is very difficult to obtain competent teachers for the districts of this circle, and the schools are far below the average. The Lower school examination was held for the first time, and 98 boys were successful.

PRIMARY SCHOOLS AND LOWER CLASS SCHOOLS.

Statistics of primary schools and results of examinations.

104. At the close of the year there were 1,148 primary vernacular schools containing 52,511 boys. The average number on the rolls was 47,735, and the average attendance 39,133. (There

* 79 out of 230; *i. e.* 30 per cent.

† The Ludhiána school sent up more candidates and passed more (though not a larger proportion of those sent up) than any zil' school in the province.

were also four lower schools with 350 boys :—the lower department of the Anglo-Arabic school at Dehlí maintained from the Nawáb fund, and three lower departments of zil' schools; all other lower schools being on the grant-in-aid system). I have already stated the circumstances under which successive years shewed a diminution in the number of primary schools, and have explained that the tide having now turned we may look in future for a steady increase. At the beginning of the year under report there were 1,042 schools, containing 45,178 boys, so that the number of schools has increased by 106 and the number of boys by 7,333. Last year 2,172 passed the Lower school examination; during the year under report 3,264 were successful. In 1872-73 there were 763 successful candidates for the Primary school examination, during the year under report the number was 1,602. Nothing could be more satisfactory than these statistics, which shew an improvement in attainments as remarkable as the increase in numbers.

Inspector's report regarding primary schools in the Lahore circle.

105. The following remarks regarding the primary schools of the Lahore circle are from Mr. Alexander's report:—

"The number of primary schools has, as I mentioned in my first para, been considerably augmented by the liberal action of the district committees. In most districts the demand for additional schools is very great, greater indeed than the resources of the District Committees enable them to meet. In Jálandhar the plan has been extensively tried of establishing schools on the aided system, half the teacher's pay being met from district funds and half paid by the people in cash or kind, but I do not think this plan is likely to prove permanently successful. The people will soon tire of paying their moiety, and the schools will then fall off and be shut up. The payment too of the moiety falls on the agricultural part of the population, who already contribute so largely to educational funds, and the trading classes again escape from their share of the burden. Another plan has been adopted in some districts, and it is likely to work well in districts where the population is large, and the villages lie near together. It is to establish in suitable places lower schools only, under teachers on small salaries, something on the same principle as that of the branches of zil' schools in large towns. In these schools the boys learn only up to the lower school standard, and after that any of them who desire to learn more can go to the nearest primary school. This plan is economical and has worked well in several places.

"The following table will shew the increase of the number of schools, the attendance, and the fees in each district of this circle:—

District.	Number of schools.		Number of boys on the rolls.		Average daily attendance.		Fees.	
	1872-73.	1873-74.	1872-73.	1873-74.	1872-73.	1873-74.	1872-73.	1873-74.
Lahore ...	35	40	1,427	1,562	1,089	1,165	29- 6-0	39-12-0
Gujránwála ...	35	50	1,843	2,468	1,444	1,709	319- 1-0	364-12-0
Firozpur ...	27	32	1,056	1,438	801	1,009	51- 1-0	62-10-0
Amritsar ...	57	71	2,341	3,075	1,965	2,130	528-13-0	590- 0-0
Gurdáspur ...	87	92	3,783	4,358	3,245	3,363	915- 8-0	1,156- 2-0
Siálkot ...	65	74	3,033	3,584	2,456	2,825	454-12-0	470- 7-0
Jálandhar ...	52	64	2,336	4,358	1,933	3,363	524-15-0	658- 8-0
Hoshiárpur ...	70	73	3,006	3,840	2,589	3,068	458- 8-0	539- 4-0
Kángra ...	40	43	1,735	1,762	1,131	1,190	31- 3-0	25- 5-0
Total ...	468	589	20,560	25,196	16,653	18,774	3,313- 3-0	3,806- 2-0
Total increase,		71		4,636		2,121		493-0-0

In para 33 of his last annual report Mr. Pearson, then Officiating Director of Public Instruction, remarks that in the Ráwalpindí circle he found the fourth and second classes generally quite below the standards of the Primary and Lower school examinations, and he imagines that the test was not strictly applied in other circles."

"As far as regards the Lahore circle I can say confidently that the primary school test was in all cases most strictly applied, and that no boy was allowed to pass who did not come fully up to the standard. In the case of the Lower school examination I found it much more difficult to adhere to the strict terms of the test, and was occasionally obliged to relax the conditions of the examination. I was careful, however, to do this only where a too strict enforcement of the rules would have led to a serious interruption of the school's progress."

"The following table shews the number of boys who passed the Primary and Lower school examinations in each district. The second column in this table includes the boys of the middle schools who passed the Lower school examination, but the first column applies only to primary schools. The Primary school examination has never been held in the middle schools of this circle, as Mr. Pearson appears to have thought, *vide* para 33 of last annual report."

Name of district.	No. of boys who passed Primary school examination.	No. of boys who passed Lower school examination.
Lahore	5	100
Gujránwála	38	232
Ffrozpur	15	119
Amritsar	32	340
Gurdáspur	18	360
Siálkot	78	315
Jálandhar	67	312
Hoshiárpur	48	291
Kángra	21	101
Total	322	2,170

Primary schools in the Ambála circle.

106. The Ambála circle now contains 291 schools, with 10,433 boys. At the Primary school examination 157 boys were successful, and in the Lower school examination 488. The following is an extract from the Inspector's report :—

"An addition of 10 primary schools has been made during the year, producing an increase of 952 boys. Though in some districts schools of this class have a very small attendance, still there are a few which in point of numbers are quite equal to many middle schools. The average number of boys on the rolls of primary schools is 35. During the last three years I have been having an examination of vernacular teachers, and by taking two or three districts each year have now completed the circle. The advantages of such an examination held occasionally, say once in 5 years, cannot in my opinion be over-rated."

Primary schools in the Ráwalpindí circle.

107. The Ráwalpindí circle contained at the close of the year 197 schools, with 10,990 boys. The Primary and Lower school examinations were held for the first time ; 701 boys passed the former, and 957 the latter. The remarks of the Inspector regarding the general state of the schools, the defects he has observed, and the remedies that he would propose, are given below. The maps now in use are much better than any that could be had a few years ago, and have been procured with considerable trouble; but they are, as Mr. Dick observes, defective in many important respects. Mr. Dick himself is ready to take the matter in hand, and through his instrumentality, we shall, I hope, be shortly provided with maps superior to any that have been hitherto available for vernacular schools in India.

"The character of the primary schools in this circle is found to vary very considerably, the best schools being as a rule found in the richer and more civilized districts. Thus, Gujrát and some parts of Ráwalpindí and Jhelam are much ahead of those in Sháhpur, and still more of those in the border districts of Pesháwar, Hazára and Kohát."

This is, of course, to be expected, and is due to general causes which will always be operative. But in the primary schools generally I have found the chief defects to be a want of thoroughness, method, and intelligence, due principally to the short-comings of the teachers. Many of these are wholly untrained ; others again have received a greater or less amount of instruction in various subjects at the normal school, but almost no training of a practical nature in the art of teaching, a point of even more importance to an elementary teacher than much learning. They have none of those scholastic traditions, the product of long experience in the art of teaching, which do so much to form the characters of teachers in other lands where the art of education has been the slow growth of centuries. Class teaching as a science is indeed wholly foreign to the native mind, and often have I found on asking a teacher to explain a point to a whole class, that he would incontinently squat on the ground, and gathering two or three around him proceed to give what he considered an explanation of the matter in question without reference to the class as a whole. The results of this unsystematic mode of teaching are obvious, a hap-hazard sort of knowledge on the part of the smarter boys, but very little of that general uniformity of excellence pervading a well drilled school. The ultimate and only effectual remedy for such a state of things is to be looked for from the improvement of our normal schools, of which I shall speak in the sequel. But meanwhile something must be done with the material we have. In the first place the Inspector may do much. In my own circle I propose to draw up a series of brief, practical hints on the proper mode of teaching the various subjects required in a primary school. These are chiefly the reading lessons, arithmetic, geography, and in some cases history. It will not be difficult to make out a sheet containing suggestions on the teaching of those subjects, which will be hung up in each school for the continual reference of the teacher, and will serve as a sort of standard to which he ought to endeavour to work up. Further, much may be done to supplement these instructions, both by the Inspector on his annual round, and also specially by the chief muharrirs and district inspectors, who see the schools so much more frequently. Their practical, personal explanations ought to be a great help to the proper comprehension and working out of the instructions. Hitherto not much seems to have been done by the native inspectors in this way ; apparently they have contented themselves with noting in the *rai-book* the actual state of the schools under their charge, without much attempt to correct erroneous methods, or generally to raise the tone of the teaching. They have looked too much on examination as the sole end of their work, instead of only a means to a much more important end, the gradual improvement and elevation of the methods of teaching, as the only sure ground for the improvement of the schools themselves. In the course of my tour I have been at much pains to impress these views on the minds of my subordinates in the work of inspection, both by direct instruction and by my own practice in the examination of schools. Another point which acts as a serious drawback to good teaching, in two subjects at least, is defective school apparatus. We require good maps to teach geography, and black boards are a necessity if we would see arithmetic taught to a class and not merely to individuals. I shall not say much on this head, as the importance of the subject is self-evident. I will content myself with saying that the maps at present used in primary schools, especially those of the Panjáb and India, are defective in many important respects, while you will scarcely see a black board in primary schools in this circle, and the teachers that have them make no intelligent use of them."

"While on the subject of primary schools it may not be out of place to refer to a point that has been brought forward occasionally to meet the complaint made by the agricultural population, that by the present system they are wholly deprived of the services of their boys

in the various offices required by the cultivation of ground. To meet this difficulty it has been proposed to have two meetings, one in the morning and the other in the afternoon, attendance at one of which only shall be required. But I have seen no scheme proposed by which the end may be attained without confusion and injury to the work of the school. The whole subject is one of difficulty and should at first be attempted with great caution; but the following scheme appears to me to be attended with a minimum of disadvantages. The object is to have at each meeting only as many classes as the staff of the school can thoroughly manage. Thus, if we have one teacher and a good *naib*, then the 3rd and 4th classes might attend at one meeting, and the 1st and 2nd at the other, and each class being under actual tuition during the whole three hours it would probably get as much instruction as under the present system, where a large proportion of a pupil's time must be spent in private preparation or in play. Again, if the *naib* is not fit for the 3rd class, or if monitors only be available, then a junior and a senior class would have to go together at each meeting to secure the maximum of teaching power with the minimum of time. I cannot say that this matter has come before myself with any prominence, but I know other Inspectors have mooted the subject, and the experiment is I believe, shortly to be tried in some schools in the Lahore circle."

Primary schools in the Multán circle.

108. In the Multán circle the number of primary schools has been raised from 104 to 121, and the number of boys from 4,232 to 5,892; whilst the average attendance has risen from 3,123 to 4,136. The number of successful candidates for the Primary school examination was 422, for the preceding year the number was 428.

GOVERNMENT FEMALE SCHOOLS.

Present condition of Government female schools.

109. The total number of Government female schools has risen from 91 to 101, and the number of girls from 2,303 to 2,599. Of these schools 62 are in the Lahore circle, and no less than 41 in the Jálandhar district.

The following remarks are from the report of the Inspector of the Lahore circle:—

"The number of Government female schools in this circle has diminished year by year, but now appears to have come to a stand at 62, a figure higher by one than that of last year. A few of these might I think be abolished with advantage, and re-opened in other places where they would be better appreciated. The great majority of the girls' schools, however, do now give a fair elementary education, and every year they are likely to improve. It is a curious fact that very many of the girls' schools are situated in villages where no school for boys exists, and that the class of people who send their daughters to school contributes very few pupils to the boys' schools. A great drawback to the spread of female education is the want of an easy and interesting literature which might tempt the girls to read and keep up their studies after they leave school, which they generally do at a very early age. At present I fancy few of the girls look at a book after they leave school. The number of girls on the books has increased from 1,690 to 1,775, but the average daily attendance has fallen from 1,457 to 1,412."

Mr. Cooke is able to report very little progress in the Government female schools of the Ambála circle; and I fear that in the schools of the Multán circle little is accomplished at present. All the schools in the Ráwalpindí circle are on the grant-in-aid system, and it is under the head of aided girls' school that the most interesting and important information regarding female education will be found.

JAIL SCHOOLS.

Jail schools.

110. The Jail schools contained at the end of the year 4,528 men and boys. Those in the Lahore circle appear to be generally the most successful, especially the school at Lahore itself, which discharges annually a considerable number of men who have learnt during their imprisonment to read and write fairly. It is satisfactory to find that the juvenile reformatory at Gurdáspur, which was much neglected in former years, is more favourably reported of on the present occasion. The following extract is from Mr. Alexander's report:—

"Education in jails receives much more attention now from District officers than it did in former years. Better qualified teachers are employed, and the attendance of the prisoners is more regularly enforced. In the Lahore Central jail the school work has been carried on steadily and well, and about 82 men were released during the year nearly all of whom had learned to read and write fairly during their imprisonment."

"In the female jail good progress has been made, but the thaggi jail school is very much in *statu quo*."

"I am glad to be able to report decided improvement in the juvenile jail at Gurdáspur. The boys are more strictly separated from the adult prisoners, and the discipline and teaching have been much more carefully attended to than at any former time. Mr. Maconachie, Assistant Commissioner in charge of the jail, has given much time and attention to the juvenile ward, and with the best results."

"The Amritsar jail has made some progress since my last report, and the other jails are doing fairly."

The Inspector of the Ambála circle writes as follows:—

"There are jail schools at Sirsa, Hissár, Ludhiána, Rohtak, Rúpar, Dehlí, Ambála and Karnál. The total number of prisoners under instruction is 758. The best school is in the Ambála jail.

"The circumstances of the Rúpar jail are very exceptional, and great progress in learning cannot be looked for. The prisoners are employed all day out of doors on the works of the Sirhind canal, and are allowed one hour a day for their food and schooling: it will be easily guessed how unimportant they consider the latter in comparison with the former. Most of the teachers have worked fairly well; but I cannot help thinking how thankless an office is that of a teacher in a jail school. Defects in their work are generally discovered; but it is difficult to find out what progress has been made by their pupils."

Mr. Dick's experience of the jail schools in the Ráwalpindí circle leads him to doubt their utility. His remarks on this subject are appended :—

"Knowing the anxiety of Government to extend and improve the operation of the jail schools, it is with considerable diffidence that I venture on an expression of opinion adverse to their supposed utility; and yet it has been very forcibly impressed on my mind that these institutions are practically useless for the purpose which I suppose they have in view, to act as a reforming leaven among our criminal population."

"In this circle there are 5 jail schools, with an average attendance of nearly 1,000, but of these not more than about 70 can read with anything like freedom and understanding, while still fewer can write well, or do anything beyond the merest elements in arithmetic. When we consider the debased and hardened character of the men under tuition, that the education they receive is very trifling in amount, and such as it is, wholly intellectual with no apparent moral bearing, and that little more than 7 per cent of those nominally on the school rolls reach the very limited standard above indicated, the conclusion is difficult to avoid that our attempts in this direction may be well-meaning but must be utterly abortive in converting hardened criminals into industrious and peaceable subjects. I may add that the opinions of those whom I have consulted on this subject, Deputy Commissioners and Superintendents, have in the main agreed with those above expressed."

Altogether Mr. Dick found that 72 men could read and write fairly, and of these some had learnt the simple and others the compound rules in arithmetic. The total number in the jail schools of the Ráwalpindi circle is 909.

The following extract on the jail schools of the Multán circle is from Mr. Thompson's report :—

"The jail schools are 4, *viz.* at Multán, Jhang, Montgomery and Derah Ismáil Khán : the number of prisoners under instruction 848. In the Multán jail there are 34 men who can read easy Urdu more or less fluently ; eight can write simple sentences in Urdu, and six can work easy sums in simple multiplication."

"In the Jhang jail there were only 34 men present at the examination held by the Officiating Inspector, and of these four could read very short and easy sentences in Urdu."

"In the Montgomery jail, almost all the students were said to be at the alphabet : and in the Derah Ismáil Khán jail there were 32 men who could read easy Urdu, and 24 could work sums in simple addition and substraction, and a few had even gone up to simple division: the Officiating Inspector remarks that this last school was carefully and intelligently taught."

SECTION V.

AIDED INSTITUTIONS.

General statistics of aided schools.

111. The following is the prescribed statement:—

Description of Institution.	Number of Institutions.	Number on rolls at the close of 1873-74.	Average No. on the rolls monthly during 1873-74.	Average daily attendance.	Grants given by Government.			Expenditure from all sources, other than grants given by Government.		
Schools of the Higher Class	9	2,098	2,036	1,665	31,293	7	...	43,167	9	...
Do. Middle do.	51	6,384	6,028	4,931	52,090	13	...	68,026	1	...
Do. Lower do.	201	12,699	12,218	9,897	27,336	11	...	43,646	7	...
Female schools	232	6,827	3,663	5,256	28,819	9	...	49,893	7	...
Normal schools	6	248	252	207	16,349	5	...	11,654	13	...
TOTAL, ...	499	28,256	27,197	21,956	1,55,889	13	...	2,16,388	5	...

On the whole, the number of aided institutions has risen from 488 to 499, and the number on the rolls at the close of the year from 25,363 to 28,256. There has been an increase of 1,131 in the average attendance. The Ambála mission school has this year been included amongst middle instead of higher schools, and hence the number of the latter shewn in the return has been reduced from 10 to 9 and there is a corresponding decrease in the number of boys. In the return of Government schools of the higher class those boys only are shown who belong to the upper department, whereas in aided schools, the boys of the middle department and those of the lower who do not read in separate branch schools are included.

Amount expended on aided schools.

112. The grants in aid of current expenditure in schools of all kinds made from Provincial funds amounted to Rs. 1,55,889, against 1,65,146 in the previous year. The sum of Rs. 15,725 was paid in grants from District funds, Rs. 282 from the General Local fund, and Rs. 2,00,380 were expended from other sources. Last year the expenditure under the latter head was Rs. 1,81,118 only. Building grants amounted to Rs. 10,097, and the grant to the Panjáb University College to Rs. 21,000. A grant of Rs. 1,119 to the Hill schools nomination endowment fund, and Rs. 500 to libraries, raised the total expenditure from Provincial services to Rs. 1,88,605.

AIDED SCHOOLS FOR EUROPEANS.

Schools for children of European descent.

113. There are altogether eleven aided schools in the Panjáb maintained specially for children of European descent. They are attended by 667 pupils. The Lawrence Asylum at Murree contains the children of soldiers only, and the majority of the children in the Roman Catholic Female Orphanage at Simla, are of the same class. Three of the remaining institutions are at Simla, four at Lahore, (besides a school for native christian girls,) one at Dehli, and one at Gujránwála. Lahore is very much in advance of other cities in the Panjáb, but the existing provision for the education of the poorer Europeans and Eurasians throughout the province is inadequate in the extreme. A large number of children now grow up in vice and ignorance, a source of future trouble, and a scandal to our race. Energetic measures are required to cure the evil, but Government has resolved to act, and this reproach will soon I trust be swept away.

Mr. Alexander's report upon the scholars of European descent in the Lahore circle.

114. The following extract from the report of Mr. Alexander, describes the progress of the schools of the Lahore circle, five of which are at Lahore, and one at Gujránwála. The High school at Lahore will soon it may be hoped supply successful candidates for the entrance examination, and take rank as a school of the higher class.

The Lahore High School.

"A great step in advance has been made by the Lahore High School. The number of scholars has increased from 36 to 52, and the fees from 2,446 to Rs. 2,989. This shews that within the last two years, or since the Revd. E. Gulliver took charge of the school, the number of pupils and the income from fees have nearly doubled. The school may be divided into three parts, upper, middle, and lower. In the first, which contains 20 boys, the following subjects are taught :—

Latin.—Calcutta University Entrance course.

Mathematics.—Arithmetic ; Algebra to Binomial Theorem. Plane Trigonometry to Solution of Triangles. Logarithms. Mensuration.

Oriental languages.—*Persian, Urdu, Panjábi.*

History.—Marshman's India. Collier's British Empire.

Geography.—Political, and Outlines of Physical.

English.—Literature.

"It will be seen from this list that the standard of education in the school has been raised very much higher than it was formerly, and that the course of study now pursued is calculated to prepare the boys either for the examination of the Calcutta University, or for the Engineering classes at Rurki."

"In the middle school the course of study includes English reading and writing, Urdu, history and geography and arithmetic In the lower school, which is a class of little boys only, the elements of reading and writing and the first four rules of arithmetic are taught.

"The Anarkalli girls' school has not increased in numbers, but has otherwise progressed fairly during the year. Many of the girls can read and write English very well, and have made fair progress in grammar, arithmetic and geography. The great obstacle to anything like substantial progress in the school is the fact that the girls attending it are so frequently changing. Few attend regularly throughout the year, and still fewer remain long enough to acquire a really good education."

The Anárkalí Girls' School.

"The Naulakha and Donald Town girls' school is one intended chiefly for the daughters of the railway employés. The number of children has increased from 20 to 30, but the fees have declined from Rs. 477 to Rs. 405. I regret to have to report that this school is not at all in a satisfactory condition, and it will be matter for consideration whether the present rate of Government grant can be continued to it. Mrs. Mackintosh, Assistant Inspectress, reports that the girls in the highest class could neither read fairly nor spell correctly, that they knew hardly anything of grammar and geography, and took a long time to work a sum in long division. As this school has been a long time in existence and enjoys a Government grant of Rs. 90 a month, I think we might fairly look for better results than this."

The Naulakha and Donald Town Girls' School.

"The Native Christian Girls' School was established in March 1873, and obtained a Government grant in October of that year. The object of the school is to provide a sound education for the daughters of Native Christians from all parts of the Panjáb, and the necessity for such an institution is obvious from the fact that while Native Christian boys can obtain a good education in the numerous Government and mission schools, there is no school in the province for Christian girls. At the end of the year there were 29 pupils in the school, of whom 27 were boarders. The girls are taught to read and write both Urdu and English, and they also learn grammar, geography, and arithmetic, in which some have advanced as far as vulgar fractions and rule of three. The teaching and discipline of the school are good, and the progress during the short time it has been in existence is very satisfactory."

The Native Christian Girls' School at Lahore.

"The St. James' school contains both boys and girls. Last year they were mixed together and taught by Miss Harris, who worked industriously at a task that was beyond her strength. Lately, the boys have been separated from the girls, and placed under the charge of a master, though both divisions of the school still occupy the same building. The expenses of the girls' school are met from the church offertory, fees, and a Government grant of Rs. 50 a month: the boys' school is supported from the new voluntary poor rate. The annual returns furnished to me from your office give the number of children in this school as 38, but I conceive this includes the boys as well as the girls. When recently inspected the girls' school contained only 17 children, of whom one only was able to read and write well. The remainder were very backward, and appeared to have made no progress during the year. The boys' school contains 26 pupils, some of whom appear to be getting on fairly.

The Saint James' school at Lahore.

"The girls' school at Gujránwála has worked well during the year. The number of children attending it has slightly increased, and the progress in studies has been satisfactory. It is a pity that schools of this class are not more generally established in small civil stations."

The girls' school at Gujránwála.

Schools for children of European descent in the Ambála circle.

115. Mr. Cooke reports as follows regarding the aided schools for Europeans in the Ambála circle. Four of these are at Simla and one in Dehlí. The Bishop Cotton School and the Panjáb Girls' School provide education for the higher class of European children who attend schools in India. In the latter the education of each girl costs Government Rs. 6-12-0 per mensem, and Mr. Cooke thinks that the grant might be reduced. His report of the school is not altogether satisfactory, and the number of pupils has fallen off. The fee in these two schools, including boarding, is Rs. 30 per mensem. In the Diocesan School at Nynee Tal it is Rs. 20 per mensem. It would appear that if it were possible to reduce the rate of boarding expenses to that which prevails at Nynee Tal, the governors would be able either to make a similar reduction in the fees or to dispense altogether with the grant-in-aid.

The Roman Catholic Orphanage contains nearly a hundred girls, children of soldiers. The remainder pay fees, and have their food and receive instruction apart, and they are I believe of much the same class as those who attend the Panjáb Girls' School. The other two schools are for children lower in the social scale.

The Bishop Cotton School at Simla.

"The Bishop Cotton School for boys at Simla is under the management of the Reverend S. Slater, assisted by an efficient staff of teachers. It contains 138 boys, and all but a few are boarders. There are special classes for boys preparing for the Calcutta University and Rurki College Entrance examinations. Steady work has been done all the year, and evident progress made throughout the classes."

"It should be observed that the Bishop Cotton School sent up ten candidates for the Entrance examination of the Calcutta University, of whom two only passed. There is I believe no reason to suppose that they were less efficiently taught than the candidates sent up in former years, but as I have already observed the examination has become more difficult."

"The Panjáb Girls' School has 43 on its rolls. When I examined the classes in September last there were 44 girls in attendance, of whom all but 5 were boarders. I noticed considerable improvement in the teaching of arithmetic, but found reason to complain of very bad spelling in the upper classes. The staff of teachers is a very large one and would fully meet all the requirements of the school, even if the number of pupils increased to the full fifty which the house can accommodate. The accounts of the tuition fund have been very carelessly kept, and not distinctly separate from the boarding account as is required by the rules of Government. This has led to the Government grant, which is given for tuition only, being improperly expended on other objects. The matter has been brought to the notice of the Governors, and the correct way of keeping the accounts has been pointed out to them. I am inclined to think that the school could well manage with a smaller grant."

The Roman Catholic Female Orphanage at Simla.

"The Roman Catholic Female Orphanage at Simla has the names of 127 girls on its rolls, which is an increase since last year, when there were 109 pupils. The Superintendent has asked that the annual examination of the school be postponed to August or September, basing his application on the ground that owing to new

admissions at the commencement of the year a very small portion of the work has been got through. Considering the request a reasonable one I have acceded to it."

The Mayo Industrial School.

"The Mayo Industrial School has 38 pupils, and is in the charge of Miss Lockhart. Very great progress has been made in the lower classes and by the children who knew nothing when they entered. The elder girls of the 1st class have not progressed much, but it should be mentioned that their time is principally devoted to household duties. All the cooking and most of the washing of the establishment are done by the children."

The European Girls' School at Dehli.

"The European school at Dehli under the superintendence of Mrs. Winter, of the S. P. G. Mission, contains 24 children. Mr. Kirkpatrick examined it, and expressed himself fairly well satisfied with the progress made generally. Mrs. Winter has many obstacles to contend against, and much difficulty in getting the children together; many of them live at a considerable distance from the school-house, and a bullock shigram goes round to collect them every day. One of the ladies of the zanána mission is in charge of the school and the instruction given is good."

Lawrence Asylum at Murree.

116. The following is Mr. Pearson's report on the Lawrence Asylum at Murree. Since September 1873 the institution has been under the Revd. Mr. G. Peake, and considerable improvements have been effected both in in the general management and in the tuition.

"My examination this year has been confined to the examination of all classes in their school work. The number of children on the rolls is 130, *viz* 70 boys and 60 girls."

"The first class of boys is taught by the Head master, except in Scripture, which is taught by the Principal. The second class of boys is taught by the pupil teacher, T. Campbell, under the superintendence of the Head master. The third class of boys is taught by Sergeant Cruickshank, and the fourth by G. Walker, pupil teacher. The first and second classes of girls are taught by Mrs. Braide, the third by Mrs. Soper, the fourth by Mrs. Cruickshank. The infant classes are taught by Mrs. Soper."

"I examined the pupil teachers with the first class. They have no regular instruction. They both have a good knowledge of English. Walker can read and write Urdu fairly, but is very deficient in arithmetic and Euclid. Campbell is better in mathematics, but knows no Urdu."

"In the first and second classes only half an hour a day is given to English reading. English dictation was written very neatly in both classes, but in the second class some bad mistakes were made. The boys who have been two years in the first class answered fairly except in history and mathematics. The second class, which includes boys who have been several years in the Asylum, has not been well taught. In both classes reading and recitation are too rapid and indistinct."

"The boys of the third class have not made much progress, but they have been very carefully taught by Sergeant Cruickshank. In arithmetic they partially failed, having been taught too much from the book."

"The fourth class, which consists of boys between 9 and 11 years of age, read and write nicely. Their arithmetic was not good, and their figures are badly shaped."

"The first and second classes of girls read and write nicely. They do not answer well upon the subject-matter of their reading lessons, and their arithmetic is very much below the mark. The work of the third and fourth classes is of much the same character. The infant classes have been well managed. All the mistresses deserve credit for the condition of their classes. They have done well what they can."

"In his inspection report last year Dr. Leitner remarked that the time devoted to school work was insufficient, and urged the Principal to take a reasonable share daily in the instruction and examination of the classes. Owing to the absence of Mr. Smithwhite I am unable to comment on the time-table, which however appears to me to be ill arranged for the first and second classes of boys, but I cannot help recording my opinion that had he made a practice af spending three hours a day in the school-rooms, teaching or supervising, a very much higher standard would have been reached both by boys and girls. Some of the boys in the first and second classes are imperfect in the elements of arithmetic, yet much of their time is devoted to Euclid, algebra, and mensuration."

"It has constantly been pointed out that Mrs. Braide, though an excellent mistress in other respects, is unsuccessful in drawing out the intelligence of her pupils, and it was hoped that with the assistance of the Principal the girls might be properly prepared in the subjects in which they have hitherto failed. But the present examination forms no exception to those which have gone before, and I see no prospect of a more satisfactory result unless the Principal makes the education of the children his own task."

The Murree-cum-Ráwalpindí school.

117. The Murree-cum-Ráwalpindí school, having existed eight years under the able and energetic superintendence of Mrs. Harris, to whom it owed its origin, has been closed in consequence of the departure of that lady for England.

AIDED SCHOOLS OF THE HIGHER CLASS FOR NATIVES.

Eight aided schools of the higher class for natives.

118. There are now eight aided schools of the higher class for natives. As already observed, aided schools are not yet classified by departments, and the returns include the total numbers of boys attending the main schools. Seven of the eight are mission schools, the eighth is the high school at Ludhiána of which mention has already been made (*vide* para 97). The schools contained* at the close of the year 2,098 boys, which shews a very slight increase during the year. The average attendance was 1,665, against 1,441 in the preceding year.

The number of boys who passed the Entrance examination of the Calcutta University and the Panjáb University College

119. Six of the Mission schools† sent up 20 candidates for the Entrance examination of the Calcutta University, and 4 for that of the Panjáb University College. Of the former 11 and of the latter two were successful. The Gujránwála school (which has not yet been raised formally to the higher grade) sent up four candidates to the

* There were no candidates from the Rawalpindí Mission School

† Amboála, as already stated, is this year shown as a middle class school, *vide* para 111.

Entrance examination of the Calcutta University, of whom one passed. On the whole, therefore, from Mission schools 12 boys out of 24 passed the Entrance examination of the Calcutta University, and two out of four that of the Panjáb University College. From Government schools only 10 out of 33 passed the former, but 12 out of 17 were successful in the latter.

The number of boys who passed the Middle school and the Lower school examination.

120. . I believe that as a rule the upper classes of Mission schools are better taught than the rest. The results of the Middle and Lower school examination are far from satisfactory in the case of the higher class aided Mission schools, as will be seen from the following table :—

	No. of candidates who passed the			
	Entrance examination Calcutta University.	Entrance examination Panjáb University.	Middle school examination.	Lower school examination.
1. Lahore	2	1	2	7
2. Amritsar	...	...	5	11
3. Jálandhar	1	...	5	No candidates.
4. Dehli	3	1	1	12
5. Ludiána	3	...	5	13
6. Ráwalpindi	No candidates	...	3	13
7. Pesháwar	2	...	2	15
Total	11	2	23	71

The upper classes and sometimes the middle classes receive the attention of the Superintendent ; but in the lower department and in the branch schools the discipline is often lax and the instruction far from efficient. In the Middle school examination Amritsar stands first, and Ludiána holds the second place.

Mr Alexander's report on the aided mission schools at Lahore, Amritsar and Jalandhar.

121. The following remarks on the three higher class aided mission schools of the Lahore circle are from the Inspectors' report :—

" The three schools entered in the higher class continue to be most popular and well managed institutions. They contain altogether 879 boys, but of these probably not more than 80 or 90 belong to what in a Government institution would be called the upper school, while about two-fifths of the remainder belong to the middle, and the rest to the lower school. The Lahore Mission has in addition to the main school 20 branches, containing 1,023 boys : the Church Mission at Amritsar has six branches, containing 591 boys ; and the American Mission at Jálandhar has two branches, with 221 boys."

Mr. Cooke's report on the mission schools at Ludiána and Dehlí.

122. Mr. Cooke, Inspector of the Ambála circle, writes as follows regarding the Ludiána and Dehlí Mission schools :—

The Ludiána mission school.

"The Ludiána Mission school has decreased in numbers in all its departments and the fees have diminished in a corresponding proportion. This has been caused by the establishment of a new Hindu school in the town, which by levying only nominal fees has drawn away a large number of boys. The managers of the new school asked for a grant-in-aid, but when on investigation I found that nine-tenths of the boys in their middle department had been seduced from the Mission school I considered it my duty to oppose the application. The conduct of the managers has caused serious injury not only to the old established school of the Presbyterian Mission, but also to the cause of education generally."

"The results of the annual examination are very satisfactory, and afford proofs of diligent teaching and active superintendence."

The Dehlí Mission School.

"The S. P. G. Mission School at Dehlí has increased very considerably in the total on its rolls. The increase is almost entirely in the lower or branch schools, the number of which has been increased from 4 to 8. I believe Mr. Winter has established several others in various parts of the city and its suburbs, which are beside those given in the returns, and for which he draws no aid from Government. It is much to be regretted, however, that the agents of the S. P. G. and Baptist Missions in Dehli do not exercise a little judgment in their dealings with each other, and do not attempt to avoid the petty bickerings which redound to the credit of neither side."

"The S. P. G. Mission receives a very large grant from the State, and I cannot but consider it an unfair abuse of its means to open operations in parts of the city where the other Mission, with much more limited resources, has already established itself. Both the Missionaries have complained to me, the one against the other, of interference with their schools. I am unable to decide on which side the fault lies, but I have no doubt in my mind that if a little kindly feeling were established between them an end might easily be put to these unseemly disputes."

"The S. P. G. Mission school has not done well in the annual examination, and the Assistant Inspector's report is not very satisfactory. Though last year I wrote strongly on the defects in the Persian teaching little or no attention has been paid to my remarks."

Mr Dick's report on the Mission schools at Rawalpindi and Peshá̄war.

123. The following remarks on the Ráwalpindí and Peshá̄war schools are from Mr. Dick's report:—

Rawalpindí American Presbyterian Mission school.

"In consequence of illness I was unable to devote more than two days to the examination of this school and its branches, and my inspection was not therefore so exhaustive as I could have wished. But I saw enough to show that the main school at least is in good order and working efficiently."

"No candidates were sent up to the Calcutta University examination. In the middle school examination three out of five candidates passed. The upper school has still only nine names on the rolls, and a considerable falling off has occurred in the middle school, the numbers having decreased from 106 to 82. The schools have been during the year under the

superintendence of the Reverend Mr. Kelso, who has devoted a large share of his time and attention to them. The change suggested by Mr. Pearson in his last report, namely to abolish the teaching of English in the branches and to establish a larger number of cheap vernacular schools, has not been acted upon; and as Missionaries look upon the teaching of English as the best means of making a lasting impression on the young, which may afterwards lead to more decided religious results, and as even the children of the bazár, or their parents for them, look on English as an important step to future success in life, it is perhaps not to be wondered at that Mr. Pearson's suggestion has not been followed."

"With my examination of the main school I was on the whole well pleased. In mathematics and English, with its collateral subjects, the upper school did fairly well, in the latter especially showing considerable proficiency and intelligence. The upper classes of the middle school also did well in English, dictation and arithmetic. Geography was the weak subject, and did not indicate a very intelligent method of instruction."

"I examined the highest class of the lower school by the standard of the lower school examination, and out of a class of 18, of whom 15 were present, was able to pass 13; but arithmetic will require to be more attended to before they can be said to be quite up to the standard. This they should easily accomplish before December next, when the promotions are made. The main school is well manned, having a staff of 13 teachers."

The Pesháwar Church Mission school.

"I inspected these schools towards the end of April. They consist of (1) the main school with 231 on the rolls, (2) the cantonment school with 105 pupils, and (3) the church branch school with 108. There are also 2 girls' schools, with an attendance of 103, which I did not see. In all the 3 boys' schools there has been a satisfactory increase in number, and the classification and progress are much what they were last year. The arrangements for superintendence seem to be excellent. The Revd. Mr. Jukes visits the schools daily, examining one or more of the classes, besides giving special religious instruction, and he has written monthly examinations of the higher classes. I cannot help thinking the arrangement of the upper school into two classes instead of the usual three, defective, and as bearing hard on teachers and pupils, necessitating the getting up in two years of what in ordinary cases takes three years of good hard work. In the main school I found the classes generally speaking, fairly well acquainted with their several subjects, especially in the upper department. Mathematics however, and dictation here require improvement. In the middle school the weak subjects are arithmetic and geography, the two highest classes not being able for vulgar fractions, and the two lowest not going beyond the compound rules. In arithmetic indeed the middle school compares unfavorably with many vernacular schools."

AIDED SCHOOLS OF THE MIDDLE CLASS FOR NATIVES.

Classification of the aided schools of the middle class.

124. There are 49 aided schools of the middle class. Of these, 21 are Anglo-Vernacular Mission schools; one is an adult school under native management; one, the Firozpúr school, is virtually a zil' school; two are branches of the Lahore and Amritsar zil' schools; one, the Anglo-Sanskrit school at Dehlí, is a branch maintained by subscriptions and a grant-in-aid, and partly under native management; eight are Anglo-Vernacular schools un-

der management of local officers; thirteen are vernacular schools under local officers; and two are regimental schoools.

The Anglo-Vernacular school at Firozepur.

125. The Firozepúr school has been mentioned already; it is a very good school, and sent up 9 boys for the Middle school examination, of whom 7 passed, whilst 58 boys were successful in the Lower school examination. It has beaten all the aided schools and the great majority of zil' schools in the province, and the result is highly creditable to Nand Singh, the Head master.

The Anglo-Vernacular school in the Cantonment of Firozepur.

126. The Cantonment school at Firozepur also, under the Cantonment Magistrate, deserves special mention. Three boys passed the Middle school examination, all taking very high places, and 21 the Lower school examination. There appeared to be some doubt whether the subscriptions would be kept up; but the Head master has proved his efficiency and will always readily obtain employment.

The Anglo-Vernacular school at Maghiána in the Jhang district.

127. The Maghiána school also, in the Jhang district, has done well in the Middle school examination. Out of 6 candidates 5 passed, all taking good places; but the result of the Lower school examination has not been reported.

Mission schools of the middle class.

128. Of the Mission schools 11 are in the Lahore circle, 3 in the Ambála circle, 3 in the Ráwalpindi circle, and 4 in the Multán circle. From these schools 49 boys went up for the Middle school examination, of whom 16 passed. The return of the boys who underwent the Lower school examination is incomplete, but the schools examined by this standard were not very successful. Until a system of payment by results is introduced it is unlikely that the lower classes of aided schools will receive efficient instruction.*

In the middle school examination the most successful school was that at Jálandhar.

Mr. Alexander's report on the aided schools in his circle.

129. The following remarks on some of the aided schools of the Lahore circle are from the report of the Inspector:—

The Church Mission School at Kángra.

"The Church Mission School at Kángra has I am happy to say very greatly improved in every respect during the year. The arrangement of the classes is much more systematic, and the discipline more strict. The answering of the boys in all subjects, at my last inspection, was very good."

* Proposals on this subject, drawn up in consultation with the Revd. Mr. Forman, were submitted a few years ago, and referred to the Senate of the Panjáb University College. Nothing was done however at the time, and, it will be well to let the matter rest for a year or two. The necessity for such a system will then be more apparent and the means of carrying it into effect much more simple than at present.

The Church Mission School at Dharamsála.

"The Church Mission School at Dharmsála has also much improved in discipline and efficiency."

The American Mission School at Gujránwála.

"The American Mission School at Gujránwála ought now to be classed with the schools of the higher grade, as it has an upper department containing about 18 boys, and sends in candidates to the University examinations. The arrangement of the classes has been entirely remodelled by the new head master, and the school is in a very much better state of organization than formerly."

The Anglo-Vernacular school in the city of Firozpur.

"The aided school in the city of Firozpur is in fact a zil' school. The number of boys in the middle school has increased from 87 to 144, and in the lower schools the number remains about the same. The fees collected during the year amounted altogether to Rs. 605, an increase of about Rs. 100 on the previous year. The work for the year, both in the middle and lower schools, has been most efficiently carried on, and the condition of the school is highly creditable to the head master, Bábú Nand Singh, and his assistants."

The Anglo-Vernacular school in the Cantonment of Firozepur.

"The Firozepur Cantonment school has made very great progress during the year under its new head master, Kishen Gopál. The number of pupils has increased from 136 to 199, and the fees from Rs. 146 to Rs. 272. The classes have been better arranged, and the teaching has greatly improved in quality, as is shown by the high marks obtained by the boys at the middle school examination."

The Church Mission school at Majítha in the Amritsar district.

"The Church Mission school at Majítha comes on our returns for the first time. It was established on its present footing in September last, since when the progress has been satisfactory."

Mr. Cooke's report on aided schools in the Ambála circle.

130. Regarding the aided schools of the middle class in the Ambála circle the Inspector writes as follows :—

"The American Presbyterian Missionaries have two schools at Ambalá, one in the city and the other in cantonment. The city school including three branches has 333 boys, a very slight decrease since last year, when it was returned as of the upper grade. Now though it has a seventh class preparing for the Calcutta University entrance it is entered as a middle school. This seventh class is composed of 3 boys, two of whom failed at the last middle school examination, I therefore doubt the success of the plan proposed by the Reverend Mr. Bergen, which is to get through three years' work in two years. The classes of the middle department have made good progress in English, their reading and pronunciation are decidedly good, and the answering in grammar very fair. In arithmetic all the classes are below the Government standard, but sums so far as each had learnt were worked very correctly. The examination in Persian was not satisfactory: the reading and translation of the books, though not by any means perfect were on the whole sufficiently good, but the answering in grammar very inferior. There were only one or two boys in the highest classes who could correctly analyse a simple sentence. There were 34 candidates for the lower school examination, and 18 passed. The failures were principally in arithmetic. There is a very considerable improvement in the methodical arrangement of classes, and the adoption of the Government scheme for vernacular studies is decidedly an advantage. The payment of fees too is strictly enforced. I am unable to assert whether these schools supply all the education that is required in the city of Ambála ; but I

can say with confidence that the education given is of a high class, and I am not prepared to recommend the establishment of any school in opposition to the Missionaries, whose efforts are certainly deserving of the highest consideration."

The Ambála Cantonment mission school.

"The Ambála Cantonment school shows a slight increase in numbers. It contains 300 boys, last year it had 290. The sixth class has only recently been formed, and no boys were sent up for the Middle school examination. There were 36 candidates for the Lower school examination, of whom 17 passed. The English reading is not so good as in the city school; but the Persian teaching is better. Good progress has been made, and the large number (136) in the lowest class promises well for its future prosperity. The school-house requires additional class rooms. I think Kirpá Rám, the Head master, deserves credit for his work."

The 32nd Pioneers school at Ambála.

"The regimental school in the 32nd Pioneers stationed at Ambála receives a Government grant of Rs. 20 a month. It has 67 names on the rolls; about 30 are sipáhís, and all the rest (except two boys who come in from a neighbouring village) are children belonging to the regiment. The school was originally established by Captain Marsh of the 32nd and the Reverend Mr. Bateman, and it has only recently applied for Government assistance."

"The staff of teachers appears to be efficient and good work has been done. The classification is not exactly the same as in Government schools, and I think a more methodical arrangement of the classes would be an advantage."

"The Government scheme of studies should be adhered to as much as possible, and closer attention requires to be paid to arithmetic and grammar."

The American Mission school at Sabáthú.

"The Sabáthú American Presbyterian Mission school has the names of 45 boys on its roll. English is taught throughout the school, but though the classification is supposed to be in accordance with the Government scheme none of the boys of the 2nd class were sufficiently advanced in arithmetic to pass the Lower school examination. There is a staff of 3 teachers, and Mrs. Janvier, the Superintendent, herself teaches in the school."

The Anglo-Sanskrit school at Dehlí.

"The Anglo-Sanskrit school at Dehlí, under the management of Lala Ramí Mall, and a committee of native gentlemen, consists of a middle department of 81 boys. One of the lower schools, partly supported by the municipal grant, acts as a feeder to it. The original term of five years for which it was established and for which subscriptions were guaranteed expired on the 31st January 1874, and it seemed for some time doubtful whether the subscribers would renew their payments. This state of suspense caused injury to the school and the attendance fell. Subscriptions have now been promised for another five years. The school has been unsuccessful in the Middle school examination, as only one boy passed out of seven who went in. The revision of the scheme of studies, which I noticed last year, has done much to improve the study of Sanskrit, but I do not think the English staff of teachers is very efficient. Lála Ramí Mall, the chief manager, is most enthusiastic in his care of the school and deserves the highest credit."

Mr. Dick's report on the Mission schools in the Cantonments of Pesháwar and at Gujrát.

131. Mr. Dick writes as entered below regarding the Pesháwar Cantonment school and the Church of Scotland Mission school at Gujrát:—

The Mission school in the cantonment of Peshâwar.

"I found the Cantonment school divided into five classes, and doing very much the same kind of work as the corresponding classes of the main school, though they are less advanced, and geography, arithmetic, and dictation are all weak. In the Chapel branch school the work is altogether rather irregular, though nominally divided into 4 classes, and for efficiency is not to be compared to an average primary school in a good district."

The Mission school at Gujrât.

"This (Church of Scotland Mission school Gujrât) is the only school of the aided middle class now in the Râwalpindi circle. My examination was held in January. There were 121 pupils on the rolls, being a decrease of 4 on last year's numbers. Of these, 38 are in the middle department, the remaining 83 being in the lower school. There are 6 teachers, giving an average of 20 boys to each master. The grant is Rs. 50 per mensem, the total expenditure about Rs. 140 per mensem. The amount realized from fees is small, about Rs. 7 per mensem."

"I am sorry to be compelled to report unfavorably of this school. The only subject that can be said to be fairly taught is English, in which the 4th class gave special evidence of careful training. The arithmetic throughout is extremely defective, the two highest classes failing entirely in vulgar fractions and simple proportion, while the rest were unfit for any thing beyond the compound rules. Geography was perhaps even more defective, the two highest classes knowing almost nothing of Europe, while the 4th class failed as completely in Asia. The hand-writing however is good throughout, the Urdú and Persian scarcely up to the average."

"The causes of this decline in the Gujrât school are two-fold; 1st, the long illness and subsequent death of the Head master, the Revd. Muhammad Isma'îl; and 2nd, the declared intention of the Local Mission Committee of Siâlkot to abolish the school. If the school is to be retained (and that it supplies a want can hardly be doubted, for many come here who are too poor to pay the zil' school fee), two things are urgently required: 1st, a new building, the present one being most unsuitable in every respect; and 2nd, the infusion of new blood into the teaching staff."

Mr. Thompson's report on the aided schools in the Multân circle.

132. The following extracts are from the report of the Inspector of the Multân circle:—

Multân Mission School.

"There has not been much change in the Multân Mission school during the year: the number on the rolls shows an increase of only eight over that of last year, the amount granted by Government is the same, *viz.* 100 per mensem, the collection of fees has increased from Rs. 75 to Rs. 111."

"A class of 30 boys who have lately commenced English have not yet commenced the Gulistân, and three out of the whole class could work a simple multiplication sum. With regard to the work actually done I found the classes pretty well prepared except in English parsing in which the two highest were bad, and arithmetic, in which they were all bad. Three boys went up for the middle school examination and all failed. I have brought to the notice of the Reverend Manager, in charge of the school, that these results must always prove unsatisfactory as long as the present method is continued of promoting classes according to the amount of English studied and without any reference to the other subjects."

"The number on the rolls of the Shujá'bad Mission School has increased from 127 to 147, and the English learning students from 20 to 31, during the year. The collection of the fees according to official statements has decreased from Rs. 40 to 30-10. The Officiating Inspector at his inspection of the school remarked that 'want of method, discipline and manners are the three great defects in the school'."

Shuj'ábad Mission School.

"The Officiating Inspector says—'I visited the school at a most unfortunate time. Three of the boys having just embraced Christianity the whole school had collapsed, and the excitement was so great that I could with difficulty examine the few boys present. I saw quite sufficient however to conclude that the school, previously to this *emeute*, had been in very excellent condition. The boys have undoubtedly been carefully taught and their English pronunciation in particular very excellent'."

Dera Isma'íl Khán Mission School.

"The Deputy Commissioner of Dera Isma'íl Khán in his annual report advises the establishment of a Government school there, as he thinks it scarcely right that the only good school in the district should be one in which Christianising efforts are openly made."

"The Edwardesabád Mission School has almost the same number on its rolls this year as in the last, but the number of English learning boys has decreased from 31 to 11; the fees show an increase from 63 to Rs. 103. The officiating Inspector did not appear at all satisfied with the state of the school. 'The 5th class in English and 4th class in Persian' he remarks 'are perhaps up to the mark. Both classes are very weak in arithmetic, and the 3rd class is barely a good second; writing and spelling in Urdú of all but 5th class very inferior; English copy writing of two classes good; sixteen boys in 1st (lowest) class are being carefully taught to spell out the words of the 1st Urdú book.'"

The Edwardesabád or Bannú Mission School.

"The number on the rolls of this school has increased from 91 to 106, and the fees collection from Rs. 218 to 252-8, but the number of boys learning English has decreased from 47 to 36. Two boys went up to the last Middle school examination but both failed; eight boys out of 14 candidates passed the Lower school examination. The officiating Inspector at his visit to the school noticed a great want of discipline and good bearing on the part of both teachers and students, with the exception of the Head master. The 6th class was found backward in history and geography, and more attention was said to be required to their translation and English grammar. The 5th class was said to be very good."

Multán Cantonment school.

"This (the Magyána school) did remarkably well at the last Middle school examination, five boys having passed it out of six candidates, and one of them gaining the highest number of marks in the province. At the Lower school examination 33 boys passed out of 55 candidates. At the Middle school examination before the last, seven students succeeded in passing it out of nine candidates. The Officiating Inspector says it is the best school of its class in the whole circle, and I agree with him. Amrat Rám, the Head master, has been in charge of the school for a number of years."

The Magyána school.

AIDED SCHOOLS OF THE LOWER CLASS.

133. Aided schools of the lower class comprise the lower departments and branches of Government zil' schools (which are generally supported from the proceeds of a Municipal contribution, fees,

Aided schools of the lower class.

and a grant-in-aid) branches of Mission schools, the Primary schools of the Dera Ghází Khán district, and a few others.

Branches of zil' schools.

134. The number of boys attending the lower departments and branches of zil' schools proper and of the Firozepur school has increased during the year from 6,943 to 7,524, exclusive of 350 boys in lower departments not on the grant-in-aid system. The total number of boys from all these lower departments and branches who passed the Lower school examination was 962.* In the previous year 727 boys passed the examination.

Branches of Mission schools.

135. The branches of Mission schools contain 3,091 boys. The boys attending the lower departments in the main building are included in the returns of higher and middle class aided schools. As a rule the branches of mission schools are not so well taught as those of Government schools and the discipline is much more lax. A considerable number of boys are taught English by men who are necessarily very inefficient, when they might be much better employed in learning the rudiments of their own language. This practice will no doubt be discontinued as its disadvantages are better understood by the people; it should be discouraged by Government, and if in the course of a few years a modified system of payment by results should be introduced this will tend very much to put an end to it altogether.

Mr. Alexander's report on some aided schools of the lower class in the Lahore circle.

136. The following remarks on a few schools that seem to call for special mention are from the report of the Inspector of the Lahore circle:—

Ibráhím's school at Jálandhar.

"This school is well reported on. The Deputy Commissioner has taken the management of it into his own hands, and has appointed efficient teachers."

Muhammad Alí Sháh's school at Fatehgarh in Gurdáspur district.

"Has continued in a most unsatisfactory state throughout the year. No progress whatever has been made, and very little has been taught, and that little not well."

Schools in British Láhoul, Kángra district.

"I visited and examined the schools in British Láhoul during the summer months. There were then the principal school at Kyelang and five small village schools containing about 90 pupils. The teachers of the village schools were all young men who had received their education in the Kyelang school. In most of the schools Urdú was taught as well as Thibetan, and in some of them very fair progress had been made."

The Kyelang school in Kángra district.

"In the Kyelang school the Urdú classes did not show any improvement since my previous visit, and the most advanced boys were far below the standard of the Lower school examination. The Thibetan classes were much

* Or 877 excluding the Dehli boys, in which case the test was not strictly enforced.

better. The greatest progress that has been attained in Láhoul is the breaking down of the strong dislike to education that used to exist among the people. A few years ago the boys could only be got together by compulsion, but now they attend voluntarily. A few years more will no doubt see great improvement."

The Church Mission schools at Kotegarh in the Simla district, and the Baptist Mission school at Dehlí.

137. In the Ambála circle the Church Mission schools at Kotegarh and the Baptist Mission school at Dehlí are serving a useful purpose. The latter are for low caste boys, and in my introductory remarks I have commented on the necessity of gradually extending schools of this kind.

Aided primary schools in Dera Ghází Khán district.

138. The Inspector of the Multán circle writes as follows regarding the aided primary schools in the Dera Ghází Khán district:—

"There are 26 primary aided schools for boys in the circle, and these are all in Dera Ghází Khán district. The number of scholars in attendance at the end of the year was 887. At the end of the previous year there were 25 schools open, with 834 scholars. The Officiating Inspector, who visited all the schools but one, considered that fair progress was being made on the whole, and that the Chief Muharrir (now District Inspector) Notan Dás worked well and was efficient and energetic."

AIDED FEMALE SCHOOLS.

Aided female schools.

139. Aided schools have been reduced from 226 to 223, but the number of girls has risen from 6,061 to 6,444.* Adding the Government schools of which I have spoken in para 109 we have altogether 324 female schools for natives, with 9,043 girls.

The aided schools comprise 41 Mission schools, 2 sets of zanána classes, and 180 schools which are more or less under local officers and in some cases native committees. The Ambála circle contains 13 schools, of which 9 are mission schools; and there are also zanána classes at Dehlí and Karnál;—the Lahore circle 150, of which 25 belong to Missions;—the Ráwalpindí circle 54, of which 3 are Mission schools;—and the Multán circle 4 Mission schools.

The Mission schools, which are scattered through the large towns of the province, contain 1,222 girls, and the zanána classes 189. I append the remarks of the Inspector on some of the more important of these institutions in the Lahore circle:—

* The average number on the rolls and the average attendance is less than in 1872-73. The reason is that during that year there was a considerable decrease in the number of schools and of pupils, and hence the attendance during the early months of this year was very much lower than the average for the previous year. In later months the attendance has improved.

"The American Mission girls' school at Hushyárpur is a very promising institution. It is attended entirely by Hindús, and a very fair elementary education is given in it. There was formerly a Muhammadan school in conjunction with it, but this broke up some time ago, and the Reverend Mr. Chatterjí has found it impossible to bring the Muhammadan girls together again."

The American Mission girls' school at Hushyárpur.

"Two new schools have been opened in connection with the Church Mission at Kángra, and the number of girls has risen from 18 to 67. Forty-four of these learn Urdú and 23 Hindí. As nearly all of the girls have been only recently collected not much progress has yet been made, but still it was evident at the recent examination that reading, writing and arithmetic, as well as needle-work and singing were being very fairly taught."

Church Mission schools at Kángra.

"The Church Mission Orphanage at Amritsar has improved during the year. A number of the girls can read and write English and Urdú fairly, and their needle-work is much better than it used to be, but they seem backward in arithmetic and geography. It seems to me to be a waste of time and labor to teach English to these girls, to whom it can never be of any real use. If the time devoted to it were given to extending and improving their knowledge of their own language, they would probably be better fitted for the sphere of life which they will have to enter."

The Church Mission Orphanage at Amritsar.

"The Lady Lawrence schools are 12 in number. They include three normal classes, which contain seven Muhammadan, 11 Hindú, and seven Mazhbí women. The Muhammadans learn Urdú and Persian, but as this class has not very long been started not much progress has been made. The Hindús learn Hindí, and some of the women have made good progress and are fit to go out as teachers of primary schools. The Mazhbí class, which learns Gurmukhí, has not advanced very far, though some of the women can read and write tolerably well, and know a little arithmetic. Five women have been sent out as teachers from these normal classes since 1869, when they were first established. There are nine primary schools, *viz.* two for Muhammadans, four for Hindús, two for Mazhbís, and one for girls of the sweeper caste. These schools have made some though little progress, but it is hoped that they will now do better as they are carefully looked after by the ladies of the Zanána Mission."

The Lady Lawrence girls' schools at Amritsar.

"The schools of the Indian Female Normal School and Instruction Society in Lahore received a Government grant for the first time this year, but they were inspected by Mrs. Mackintosh last year also. Three of the schools are reported to have made fair progress during the year in reading and a little in writing, but the others for various reasons have not prospered."

Female schools at Lahore established by the Indian Female Normal School and Instruction Society.

140. The most important female schools in the Ambála circle are those maintained by the S. P. G. Dehlí Mission. They consist of a normal school, four primary schools, one industrial school, and zanána classes at Dehlí and Karnál. The cost of zanána classes as compared with the actual amount of instruction given is no doubt very high; but they afford an opening for the gradual extension of female education amongst a class who can be reached in no other way, and I think that we may hope in the

Female schools in the Ambála circle.

course of a few years for very important results from their influence. At Dehlí I visited the Baptist Mission female school, which is not yet in receipt of a grant-in-aid. Most of the girls attending this school are Native Christians. I was pleased with the girls' reading, and the school promises well. This Mission also visits zanánas, and I was shewn some beautiful specimens of work by some of the inmates. The followiag remarks are from Mr. Cooke's report :—

The Mission female school at Sabáthú in Simla district.

"The American Presbyterian Mission has a girls' school at Sabáthú under the superintendence of Mrs. Janvior, with 17 pupils. The children, with the exception of two or three, who made some progress, are very young and quite beginners. The instruction given is of a very elementary nature."

Mission female schools at Kotegarh in Simla district.

"The three Church Mission schools at Kotegarh and the neighbourhood have 22 girls. Twenty of them were assembled for examination: they all read Hindí. The 1st class of seven girls has made considerable progress, the 2nd class can also read well and write easy sentences; the rest are beginners."

The S. P. G. Mission female schools at Dehlí.

"The four female schools of the S. P. G. Mission at Dehlí contain 112 pupils, which is about the same number as last year. Mr. Kirkpatrick, who examined them, reports satisfactory progress. I have always looked up these schools as best of their class in the circle. The S. P. G. Mission has also an industrial school, at Dehlí, with 22 pupils. The zanána classes at Dehlí and Karnál have respectively 172 and 17 women under instruction. These are not open to inspection."

Progress of female education in the Lahore circle.

141. The Lahore circle is that in which most has been accomplished by local officers and by native committees for the advancement of female education. It contains normal schools at Lahore, Amritsar, Jálandhar, and Siálkot, and 140 primnry aided schools, of which the majority are in the city of Amritsar and the Jálandhar and Siálkot districts. It is to be regretted that the schools in both these districts have suffered from want of funds. This is especially the case in the Siálkot district, where female education has received a severe check, and reductions appear to have been made in a somewhat injudicious manner. Representations on this matter have been addressed to the local officers both by the Inspector and by myself. The condition of the schools in the city of Amritsar is satisfactory, but the Lahore schools make very little progress. The following are extracts from the Inspector's report:—

Female schools in the Siálkot district.

"The number of schools and the attendance have fallen off considerably owing to the failure of funds. For the same reason the pay of many of the remaining teachers has been reduced, and the teachers of needle-work have been dismissed, the result of which has been to dishearten both teachers and pupils, and to check seriously the progress of female education in the district. Two or three years ago the girls' schools of this district were quite the best in the province, but owing to the above-mentioned disheartening causes they have for some time ceased to advance, and are now inferior to the

schools in the Jálandhar district. The Deputy Commissioner reports that provision has been made in the budget of the current year for the establishment of new schools, but I hope that he will also act on the representations that have been made to him and will take measures to stimulate and revivify the existing schools."

Female schools in the Jálandhar district.

"There is a large number of girls' schools in the Jálandhar district, of which I am happy to be able to report favorably. Forty-one are Government schools, and are attended entirely by Muhammadans, and 26 are aided schools containing only Hindu girls. The Muhammadan schools generally are reported by Mrs. Mackintosh, Assistant Inspectress of Schools, to have considerably improved, especially in arithmetic and geography, though in many places she still found that the curious prejudice of the people against the girls learning to write had seriously retarded their progress. The Hindu schools are much behind the others, but are beginning to show some signs of improvement. The schools in and about the city of Jálandhar are ably superintended by Mrs. Mitter, and those in villages by the District Inspector."

Female schools in the city of Amritsar.

"The primary female schools belonging to Sikhsha Sabha in Amritsar shew very great improvement. Three years ago little was taught besides the Korán in the Muhammadan and the Granth or Panjab Path in the Sikh and Hindu schools. Now in all the schools the girls have been properly arranged in classes, and proper school books have been introduced and taught on a regular system. The old Mullahs and Gurus have to a great extent been replaced by female teachers educated in the local normal school, and gradually all the schools will be provided with trained teachers. The Muhammadan or Urdu-Persian schools are as a rule much better than the Hindi schools, though Mrs. Mackintosh reports that three of the latter are quite the best she has seen in this circle. Out of the 12 Muhammadan schools eight have girls as far advanced as the 4th class; of the Hindi schools there are only three such."

Female schools in the city of Lahore.

"There are only eight primary female schools in the city of Lahore, and none of these shew anything like as much progress as has been attained by the schools of the same class in Amritsar, Jálandhar and Siálkot. Two of the Muhammadan and two of the Hindu schools are reported to be doing fairly, but the rest are very poor."

Female schools in the city of Firozpur.

"Two out of the three girls' schools in Firozpur have made a little, a very little, progress, but nothing whatever has been taught in the third. The attendance in these schools is irregular and the teachers not very efficient."

Female schools in the city of Gujránwála.

"The Gujránwála city schools have done little or nothing during the year. Two Hindu women trained in the Lahore female normal school were appointed to improve the instruction given in these schools, but they do not appear to have done much good."

Mr. Dick's report on Bedi Khem Sing's female schools.

142. The following account of Bedi Khem Sing's schools in Ráwalpindi and Jhelam districts is from Mr. Dick's report:—

"These schools were thrown open to the inspection of the Government officers in consequence of arrangements made by Dr. Leitner with Bedi Khem Sing in August 1872. They are 51 in number, 33 in Ráwalpindi, (4 of which are Muhammadan, and 29 Hindu) and 18

in Jhelam, (one only being Muhammadan.) They are chiefly supported by grants from provincial, municipal, and district funds, though I find in my table of statistics the sum of Rs. 3,736 put down to private sources, but this must be regarded rather as the estimated value of contributions in kind than as money actually expended."

The following table will show the monthly allotments for the two districts, and how the money is expended:—"

MONTHLY INCOME.

District.	Provincial fund.			Municipal funds.			District fund.			Total.		
Ráwalpindí	33	12	0	80	0	0	133	4	0	247	0	0
Jhelam	21	8	0	...	...	...	120	0	0	141	8	0
Total ...	55	4	0	80	0	0	253	4	0	388	8	0

MONTHLY EXPENDITURE.

RAWALPINDI.

Contribution to salary of Bhai Rám Singh, Agent	20	0	0
Pay of Chief Muharrir	30	0	0
Pay of Ráwalpindí City Muharrir	5	0	0
Prizes to pupils	12	0	0
Contingencies	2	0	0
Pay of teachers, male and female	128	0	0
Total, Rs. ...	247	0	0

JHELAM.

Contribution to salary of Bhai Rám Singh, Agent	15	0	0
Jhelam Chief Muharrir	25	0	0
Prizes to pupils	5	4	0
Contingencies	1	0	0
Pay of teachers, male and female	95	4	0
Total, Rs. ...	141	8	0

"The pay of the teachers is on an average Rs. 5 per mensem. In connection with the examination of these schools it has been my practice to visit all those located in villages where there were also boys' schools, but not to interrupt my regular inspectional tour on their account. In this way I saw 16 of these schoools in Ráwalpindí and 9 in Jhelam. No opposition was offered to my inspections except at Pindí Gheb, where I was requested to abstain. Generally indeed the mothers and other female relations used to crowd the house-tops overlooking the open court or square which was generally the scene of examination, and seemed to delight in all they saw and heard. I cannot say much in favor of these schools as places of real education in any form. The pupils are generally very young, often far from tidy or even clean; the arrangements for teaching are irregular in the extreme, and the amount of instruction in most cases very small. The most pleasing feature in connection with the schools is the amount of female work done in them, needle-work, knitting, and especially embroidery, of which last I have seen a great variety of specimens, often extremely pretty and creditable to the industry and taste of the girls. In one or two cases the dharmsálá, in which the older pupils read their sacred book, was completely lined with such work, ceiling, floor and walls. But though thus compelled to estimate at a low rate the amount of education now received in these schools I am very far from advocating that they should therefore be closed or reduced in numbers. On the contrary, I look on them as most important, as being the germ from which we are to look for a better state of things in the future. What is wanted is more organization, a standard to which all might try to work up, better qualified teachers, and native superintendents of superior attainments to those at present employed. I am not very sure also whether it would not be advisable to place the administration of the funds in the hands of the Deputy Commissioner of the district, as in the case of boys' schools, as likely to insure more regularity than the present system. Complaints are sometimes heard of the teachers being paid irregularly, whence arise discontent and disinclination to work with zeal. I have had interviews with Bedi Khem Singh and his agent, and they are quite alive to the incompetence of the generality of the present teachers and the comparatively feeble results; but they do not indicate any practical way out of the difficulty beyond what time may effect, and keeping steadily in view the necessity of filling up the situations by better men as they can be found, I believe they are ready to co-operate with the department in any well considered scheme for improving and elevating the character of these schools, and I have good hope that by the joint efforts of both much may yet be done to make them really effective educational institutions."

Female education in the Ambálá circle is stagnant.

143. In the Ambálá circle little or no progress has been made of late years in female education. There were long ago a few schools that promised well, but several of these have been closed, and so far as I am aware no others have been opened in their place.

SECTION VI.

INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.

A.—Government Normal Schools.

Education in normal schools confined to elementary knowledge, and no training given in the art of teaching

144. For many years our normal schools were occupied for the most part in imparting to the students who attended them elementary knowledge, much of which might have been obtained in a good primary school. The salaries of the teachers of vernacular schools, and the stipends to men attending the normal school, were so low that properly qualified students could be induced to enter in very small numbers, and hence though the normal schools were not entirely without good scholars the material was for the most part very bad.

Under these circumstances adequate technical training was an impossibility. Men whose whole time was occupied in learning what they should have learnt as boys, could not be trained in the art of teaching even had the necessary appliances been available.

Provision made for admission of better class of students in normal schools.

145. By raising the salaries of village school teachers and the stipends paid to students in our normal schools, we have succeeded in attracting a much better class of men. For several years past also Mr. Rodgers, the Principal of the Christian Vernacular Education Society's Normal School at Amritsar, has visited gratuitously the Government normal schools at Dehlí and Lahore, where his technical knowledge and professional experience have been of great value. The practice of giving "criticism lessons" has been recently introduced, and I was very much struck when I last visited Dehlí by the ability displayed in giving lessons by some of the students, and the intelligence with which these lessons were criticized by the others. For this Lálá Ságar Chand, B. A. the Head master, deserves great credit. Mr. Rodgers has expressed the highest opinion of the manner in which both these institutions have been conducted The Ráwalpindí school also, though it has not had the benefit of Mr. Rodgers' visits, has very much improved during the last few years, and Mr. Dick intends to introduce the system of criticism lessons there also. One great defect at both Lahore and Ráwalpindí is the absence of a model school. This will, I hope, be removed when these institutions are supplied with suitable buildings. A new system of examination came into operation in June 1872. In order to obtain a certificate qualifying him to teach in a primary school a student is now required to pass an examination in the subjects taught in the middle schools and to gain 50

per cent in each. A man is not fit to have charge of a school unless he is well up in every one of the subjects he is required to teach, and hence the necessity of fixing the standard so high. During his first and second years a student is prepared for this examination, and during the third year he should read for the examination qualifying for employment in a middle school. The demand for teachers is so great that it is difficult to keep men till they have finished the whole course.

Number of students who passed the teacher's examination from normal schools in 1872 and 1873.

146. The following statement shews the number of candidates and the number who passed in 1872 and 1873 respectively :—

Year.	Number of candidates.	Number Passed.				
		First grade.	Second grade	Third grade.	Fourth grade.	Number failed.
1872.	70	...	1	...	2	67
1873.	45	...	...	...	19	26

Instruction in science will be introduced in normal schools.

147. Arrangements will be made for the introduction of instruction in science in normal schools; and various other measures for their improvement are under consideration. The character of the teaching in primary and still more in middle class vernacular schools will be greatly raised when the normal schools are brought to the highest state of efficiency of which they are capable. Hitherto native masters of English for zil' schools have received no technical training whatever, and immense improvement in English teaching is likely to follow when this want is supplied. Proposals to effect this object will be shortly submitted to Government.

Mr. Alexander's report on the normal school at Lahore.

148. The following is an extract from Mr. Alexander's report:—

"The Government normal school has worked steadily and successfully during the year. The teaching has been carried on with great care and assiduity by all the masters, and attention has been paid to the state in which the students' quarters are kept. A salaried superintendent of resident students has now been appointed, and the quarters are kept as clean and tidy as their very inconvenient arrangement will permit. Mr. Rodgers, the able Principal of the Christian Vernacular Education Society's normal school at Amritsar spent a week examining the students in the art of teaching, and expressed himself very highly pleased with their proficiency and progress. At the annual examination for certificates, held in June, 9 out of 20 candidates obtained certificates of the fourth grade. This though not very brilliant is an improvement on the results of the examination of the previous year."

Mr. Cooke's report regarding the Dehlí normal school.

149. Regarding the Dehlí normal school Mr. Cooke writes as follows:—

"The Government normal school at Dehlí is under the charge of Lálá Ságar Chand B. A., who has been transferred from the zil' school establishment and confirmed in the Head-mastership. The number on the rolls is 61, of whom all but five are stipendiary. The 3rd year class was formed in August last after the annual examination. Of the 12 students whom it contained then, all but two have left for employment, so that including three men who have recently been admitted, the class now consists of five. Owing to these fluctuations the work done has been so irregular that it is very doubtful whether the class should be sent up for the certificate examination in June. The second and first year classes have been kept more steadily at work, and the prescribed amount has been completed. At the annual examination held in June last 7 men of the second year class qualified for primary school certificates, and the same number belonging to the first year passed the preliminary examination for admission into the 2nd year class. The school building is a very convenient one, and affords suitable accommodation for boarders. The arrangements of the boarding house are in the charge of Munshí Rámrichpál, of whose care and attention the Head master speaks in high terms. The staff generally has performed its duties satisfactorily."

"The model school serves a useful purpose as a practising school."

Mr. Dick's remarks regarding normal eduction.

150. The extract given below is from Mr. Dick's report. I have already referred to some of the defects that he has pointed out, and as I have above stated I hope soon to submit proposals for placing the technical instruction of candidates for employment in the department on a thoroughly satisfactory basis:—

"I have already indicated the vital importance of having a really efficient normal school for the training of our future schoolmasters, not merely in the theory but the practice of the best methods of teaching. At present I do not think our normal schools occupy the position they ought, or are superintended by the men best fitted for the kind of work required. In my opinion the normal school should occupy an intermediate position, both in dignity and emolument between the upper school and the college, and ought to have a European superintendent who is himself conversant with all the approved methods of western teaching. For example, the present superintendent of the Ráwalpindí normal school, Mr. Staines, is in many respects well qualified for the post he occupies, but he lacks the all-important qualification of having himself been trained at any English normal school, and the practical training of the students in method has in consequence been hitherto almost *nil*. The very essence of a normal school is thus lacking. To every normal school there should be attached a model school for the practice of the students in teaching. Nothing of the kind at present exists in Ráwalpindí, though when the new premises in contemplation are secured, an attempt will be made to supply this important want, and meanwhile shift must be made by using the students themselves, on whom to practise the criticism lessons, I intend to introduce next session as a regular part of the curriculum. As to Mr. Pearson's suggestion that the Inspector should employ great part of the hot weather in working up the normal school, I look upon it as simply a confession of the inadequacy of the present arrangements. With a proper establishment of

qualified teachers no such continuous work should be required, nor in my opinion would it be fair to impose such an additional burden upon the Inspector."

"No doubt to put the normal schools on the footing here contemplated would involve a considerable addition to the expenditure, but this is just one of those special cases in which a somewhat liberal outlay would be amply justified by the *impetus* it would give to common school education throughout the whole province."

B.—AIDED NORMAL SCHOOLS.

Five normal schools for women and one for men.

151. There is one aided normal school for men and there are five aided female normal schools. The male school is that belonging to the Christian Vernacular Education Society at Amritsar, regarding which the Inspector reports as follows:—

Mr. Alexander's report regarding the normal school for men maintained by the Christian Vernacular Education Society at Amritsar.

"Mr. Rodgers continued in charge of the Christian Vernacular Education Society's normal school at Amritsar until the end of February, when he went to England on a year's leave, and left the institution to the care of Mr. Wright, who has since carried on the work with great assiduity. The number of the students has increased from 24 to 32, and the expenditure has increased from Rs. 4,974 to Rs. 5,862. The amount of the Government grant was raised at the beginning of the year from Rs. 150 to Rs. 250. A large number of the students of this institution have obtained employment in the Government schools of several neighbouring districts. Mr. Burney, Deputy Commissioner of Gurdáspur, writes as follows regarding Mr. Rodgers' pupils, and I can fully endorse all that he says. 'The institution of Mr. Rodgers has proved very useful in supplying trained teachers to this district. All the young men that have been appointed from his school as teachers in the district have turned out good. I am personally acquainted with several of them, and am always glad to get such men to replace those of the old teachers who are conspicuously inefficient.'"

Normal schools for women.

152. Of the five female normal schools, four are in the Lahore circle and one is at Dehlí. The schools at Lahore and Amritsar are under committees composed chiefly of natives.

The only school that can be considered thoroughly successful is that at Amritsar, which has contributed, since its re-organization in the year 1868, a considerable number of teachers to the primary schools of the city. Of the 36 schools now existing 23 have been provided with trained female teachers. The committee have generally shown an interest in the schools, and they are highly commended by the late Deputy Commissioner. It is however, to be regretted that when leave to England was granted to Mrs. Rodgers, the very able lady Superintendent, to whose supervision the improvement in the primary schools also is in a great measure due, no proper arrangements were made for carrying on the work, and the schools were allowed to remain for many months with no qualified person at their

head. The condition of the Lahore school has never been really satisfactory. and the committee has never yet succeeded in putting a stop to abuses. The normal schools generally do not answer the purpose for which they were established. They contain stipendiary students, the majority of whom never take service as teachers, and they do not train women whom villagers will accept in their schools. They have of course supplied some teachers, and even in the case of other women whom they have taught their work has not been thrown away. During the ensuing cold season I hope that something may be effected towards organizing a better system.

153. The following extracts are from the reports of the Inspectors of the Lahore and Ambala circles:—

Mr. Alexander's report on the female normal school at Lahore.

"The Lahore female normal school has certainly not performed its proper part in sending out trained teachers for primary schools. It contains 59 students, most of whom have been a very long time in the school. During the year under review two women were sent out to schools at Gujránwálá, and they have not proved very successful teachers and before this I believe only two other women have gone out as teachers. While the demand for teachers trained in this school is so very small, it seems ridiculous to keep so many paid students. Among the present students some are old and infirm, who will never be fit for teachers, and seem to be retained as pensioners. One, I believe, is grandmother of the head teacher of the Persian department. The school is a very fairly taught adult female school, but it does not perform the functions of a normal school. Mrs. Mackintosh suggests that the number of students should be reduced and more primary schools started with the money thus saved."

Mr Alexander's report on the female normal school at Amritsar.

"The female normal school at Amritsar is I am happy to say a very much more successful institution. While the number of schoools which it has to supply with teachers is very much larger than in Lahore, the number of its students is considerably less, amounting only to 38. It is thus able to provide all or nearly all those students who complete their course of training with suitable employment in primary schools. During the year under review 12 trained teachers have been sent out to take up posts in primary schools. All the departments of the school have made good progress during the year, the Hindí department in particular, which was unfavourably reported on last year, has greatly improved under a new teacher trained in the Lady Lawrence schools. A new and very commodious building has been provided, and a model school has been established in it and is working satisfactorily. Too much praise cannot be accorded to Mrs. Rodgers for her excellent management of this institution, which owes its success principally to her. She has now gone to England on one years' leave, and no one has yet been appointed to act for her."

Mr. Alexander's report on the female normal school at Siálkot.

"The Siálkot female normal school does not appear to have done much in sending out trained teachers to the charge of schools. It is true that a fair number of qualified women have been turned out of the school, but only two of them have got employment as teachers. A few who were employed in villages

failed to obtain the confidence of the people, and were obliged to give up the work. It seems to me that the only plan for making this school really useful as a normal school, is the one mentioned in my last report, *viz.* to send in girls or women from the villages where girls' schools now exist, and after training them to send them back to their own villages as teachers. Mrs. Mackintosh suggests that in place of the normal school, a first class girls' school should be established under the management of the present Lady Superintendent, and the suggestion is worth consideration. The progress of the school during the year was satisfactory, and Mrs. Mackintosh found three women qualified to go out as teachers."

Mr. Alexander's report on the Female normal school at Jálandhar.

"The female normal school at Jálandhar may be reported on in very much the same terms as I employed last year. The number of students is represented as 44, but this includes the children belonging to the model school. The Urdú department has been well taught, and has made good progress. The Hindí department is inferior, and most of the women seem to be too old to learn much. Some 5 or 6 Muhammadan women have qualified themselves in this school for the post of teacher, but no employment has been found for any of them, as they are reluctant to leave the town. It seems scarcely worth while to maintain this school as a normal school if the students who are trained in it cannot get employment."

Mr. Cooke's report on the female normal school at Dehlí.

"Mrs. Winter's normal school for training female teachers is doing well. It has 65 pupils, about the same number that it had last year. The trained teachers from this school employed in this circle are not numerous. From my experience of those I have seen, I think it is very necessary that the character of women applying for admission should be most carefully enquired into before their applications are entertained."

The Government Wards' School at Ambala.

The Government Wards' School.

154. The district officers speak well of the general management of this institution; but the progress made by the boys in their studies is far from satisfactory. The boys whom I examined could not translate with accuracy the books they were supposed to have learnt, and their pronunciation was very indifferent. Mr. Cooke's remarks are to the following effect:—

"The Wards' Institute at Ambála, contains 12 students. Much progress has not been made, and they are all very backward in rendering from English into their vernacular. They seem to have a smattering of most things, but to have learnt nothing thoroughly. I believe Mr. Robinson has much difficulty in making them work steadily."

SECTION VII.

SCHOLARSHIPS.

Scholarships allowed in colleges.

155. Scholarships are allowed by Government to one out of every four students who pass the Entrance, and First Arts examinations of the Calcutta University, on condition that the students who gain them prosecute their studies in the Government Colleges of the province. To men who are successful at the corresponding examinations of the Panjáb University College, scholarships are awarded on a liberal scale by the Senate.

Allowance for scholarships in Upper Anglo-vernacular schools.

156. The sum of Rs. 1,000 per mensem is allowed by Government for zil' school students. The conditions on which these scholarships have been awarded have been modified from time to time. In future their award will be determined, subject to certain conditions, by the position held by boys who pass the Middle school examination, and they will be tenable in Upper zil' schools. Boys who reside in the town where the Upper school to which they belong is situated will receive a lower stipend than those who come from other places, but all will compete on equal terms. The scholarships will be tenable for three years, and it may be calculated that on an average about 74 per annum will be available. By this means it may be hoped that the mass of boys will be stimulated to exertion, and most of the cleverest amongst them will be encouraged to complete the course prescribed for the Upper school, when they will again have an opportunity of gaining scholarships tenable in the colleges. Scholarships will not be given to boys who have ample means of their own.

Allowance for scholarships in Upper vernacular schools.

157. The sum of Rs, 400 per mensem is allowed for boys from vernacular schools. When the Anglo-vernacular school at Lahore was in existence boys who gained these scholarships were sent there. Some also have been sent to zil' schools, and a few during the year under report have been allowed to hold their scholarships in the vernacular high school at Ludiána. If this school can be improved, and a few other upper departments can be organized, it will be advisable to make the scholarships of vernacular students tenable in vernacular upper schools on precisely the same terms as apply to anglo-vernacular students in zil' schools.

Distribution of scholarships for the year 1874.

158. The following statement shews the distribution of Government scholarships for the year 1874:—

Colleges	Rs.	301-0	*per mensem.*
Upper zil' schools	,,	1,096-8	,,
Middle do.	,,	87-0	,,
Ludhiána High vernacular school	,,	45-0	,,

Provincial fund,	3,283
District fund,	9.449
	12,732

The sum of Rs. 12,732 was expended in stipends to normal school teachers, but these are really salaries rather than scholarships. The Panjáb University College expended Rs. 6,946 on scholarships to students of Government Colleges.

The scholarships given by the department to students of zil' and vernacular schools are supplemented by contributions made by district, and in some cases by munucipal committees. Stipends are awarded to promising boys of primary schools to enable them to continue their studies at zil' schools or at middle class vernacular schools. A few Government scholarships are given to boys who have not passed the Middle school examination.*

Principles on which scholarships are awarded.

159. It was remarked in last year's annual report, with reference to scholarships tenable in Government schools, that "the system of scholarships proposed in the despatch of 1854 was not exactly that which exists in the Panjáb. It was intended that the best scholars in all schools should be rewarded in this way, and enabled to carry on their studies in schools of a higher class," but "it was never meant that scholarships should be given to every boy who passed some minimum standard."

Certainly not, nor is this the case in the Panjáb. Departmental scholarships are awarded by competition in strict accordance with the principle above enunciated; and these are supplemented in the manner indicated in the last para, but in no case can a boy who passes by a minimum standard, count on obtaining a scholarship. It is true, as remarked by Mr, Pearson, that "the district committees seem inclined to make a very liberal use of their funds in this direction." I will add that it is, in my opinion, very desirable that they should do so. No doubt scholarships may be given in excess; and though I do not think that this is often done at present, the possibility of such an abuse should be prevented. To this end it seems to me desirable to lay down a few broad rules to regulate the award of scholarships by District Committees and other local authorities.

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*These will not be renewed when they lapse, but will be given in the Upper department.

SECTION VIII.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

Employment of matriculated students.

160. During 1873-74 thirty-four students who had matriculated in previous years left college; of these, five hold educational appointments on salaries varying from Rs. 30 to Rs. 70; five hold other appointments from Rs. 40 to Rs. 100; three are apprentices in the Geological Survey on Rs. 30; one in the Accountant General's office on Rs. 30; and one in a Commissioner's office without emoluments; three are students at Rurkí, and two of these hold scholarships of Rs. 40; one is a student in the Civil Engineering College at Calcutta, and one is reading for Rurkí; four are students in the Medical College, two in the law classes of the Panjáb University College, and one in the Law College at Allahabád; one is a Pleader; three are without employment, and the occupation of the remaining three is unknown. Eight studeuts who had passed the Entrance examination of the Panjáb University College left College; and of these four obtained appointments varying from Rs. 15 to Rs. 30; two entered the Medical College, one is an apprentice, and one without employment.

Of the 23 native students who passed the last Entrance examination of the Calcutta University, seventeen entered the Lahore or Dehlí colleges, two obtained appointments on Rs. 25 per mensem each, and three are without employment. Out of 21 students who passed the Entrance examination of the Panjáb University College (exclusive of those who passed the Galcutta University examination also and entered college) six entered the Lahore College and two the Medical College; two obtained appointments of Rs. 20 and 27 respectively, and two are without employment; the other seven were from the school attached to the Oriental College and they have, I presume, entered the latter.

Appointments obtained by students of zil' schools who had not passed the matriculation examination.

161. Fifty-two unmatriculated students of zil' schools have obtained employment—12 in the Educational, 13 in the Civil, and 27 in other Departments, on salaries averaging Rs. 14-1-4 per mensem. Twelve of these students were from Lahore and nine from Amritsar. The average salary of the former was Rs. 24 and of the latter 19. The possibility of obtaining such good appointments before matriculation of course draws off some of the most promising students, and affects the results of the Entrance examination.

Appointments obtained by students of vernacular schools.

162. From vernacular schools 325 students gained appointments, on salaries averaging Rs. 8-10-0 per mensem. Of these, 120 entered the Educational Department, 100 the Civil Department, and 105 obtained other employment.

SECTION IX.

THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

Number of students learning the English language.

163. During the years 1869-70 and 1870-71 there was a considerable falling off in the number of boys learning English. This was owing to two causes. It had formerly been the practice for boys to begin English and Urdú at the same time. This was discontinued and the present system was introduced by which boys of zil' schools are required to pass the Lower school examination in the vernacular before they commence the study of English. The result was of course a great reduction in the number learning English, as the boys of the lower school were no longer taught that language. In the second place, teachers of English on small salaries had been attached to a considerable number of vernacular schools. The majority of such teachers were necessarily inefficient and only a smattering of English could be learnt. It would have been a most unpopular measure to dismiss all these teachers at once; but their number has been gradually reduced, and applications for new grants of a similar kind have not been entertained. Some of the schools in which English is still taught are in a very satisfactory condition; a few probably will come under reduction. The whole number of boys who now learn English in such schools is 700 only. Although the last cause continued to operate, the falling off in numbers reached its limit in 1870-71. The total number of boys learning English in 1868-69 was 10,528. At the close of 1873-74 the number was 10,225. If however the old system had been kept up and boys began English when they first entered school, the return would show about 9,000 more learning English.

Although the custom of teaching English in the lower departments of zil' schools and of aided schools under the management of Government officers has been given up, it is still continued in many mission schools, from the fear of sacrificing popularity. There are many reasons why this practice should be discouraged, the chief of which is that when English is taught in the lower school, it is taught necessarily by incompetent masters. The simplest plan would be to rule that expenditure incurred for this purpose should not be taken into account in determining grants-in-aid. To insure efficiency in aided schools however a modified system of payment by results is, as I have already intimated, essential.

SECTION X.

BOOK DEPARTMENT.

The three systems under which the Book Depôt has worked since it was first established.

164. When the book depôt was first established Government defrayed the expenditure on establishments, but a per-centage was added to the price of books to cover the cost of carriage and of commission allowed to those employed in selling them. In 1864, however, the Government undertook to pay the last named charges also, and from this time till the close of 1869-1870 books were sold at cost price. From the beginning of 1870-71 a change was made in this system. It was determined by Government that the book depôt should be made self-supporting, and I was ordered to carry out this policy. With this view the selling price of all books that were in the depôt on the 1st April 1870 was raised; and the prices of books brought on stock since that date have been fixed at such rates as to yield a fair profit.

Assets and liabilities of the Book Depôt at the commencement of 1869-70.

165. At the commencement of the year 1869-70 the amount paid by Government from the first establishment of the depôt up to date exceeded the amount realized by the sale of books and paid into the treasury by Rs. 47,470-15-10.

There was also due by the book depôt to other persons the sum of Rs. 2,011-5-0, so that the total liabilities amounted to Rs. 49,482-4-10. The assets aggregated Rs. 81,957-14-1 as shewn in the margin. Hence the assets nominally exceeded the liabilities by Rs. 32,475-9-3.

Cash	441-11-4
Inefficient balance	*25,477-15-8
Stock	53,538- 3-1
Tools and Plant	2,500- 0-0

Unsaleable stock at the commencement of 1869-70.

There were however, in the depôt a large number of books of which, owing to changes which had been made from time to time in the scheme of studies and to various other causes, there was no sale. The nominal value of Urdú books, which were at that time quite unsaleable, was Rs. 6,492. The value of unsaleable English books cannot now be estimated without the expenditure of much time and trouble, but I remember that the number was very large. There were also in the hands of Head masters books of the value of Rs. 19,520, the majority of which have since been returned to this office as unsaleable. It is impossible to estimate exactly what could have been actually realized from the assets of the Book Depôt—possibly sufficient to cover the liabilities—and it may I think be assumed that the Book Depôt had worked up to that time without any considerable profit or loss, the Government defraying the charges that it undertook to pay.

* Principally books for sale in the hands of the Head masters and Deputy Commissioners.

Operations of the Book Depôt during the year 1869-70.

166. During the year 1869-70 the sum of Rs. 39,969-13-9 was expended on books, and Rs. 40,710-9-1 were paid into the treasury, so that the amount due to Government at the close of the year was Rs. 46,730-4-6, and the sum of Rs. 24,204-12 was due for books purchased and for a press and type, so that the total liabilities amounted to Rs. 70,935. The Government continued as stated above to pay the cost of establishment, carriage, discount to saleman, &c., as before. The Educational Press was re-organized, and its operations were greatly enlarged and it realized a profit of Rs. 7,292, which was expended on additional tools and plant.

The sum of Rs. 4,820-5-1 was allowed to the Depôt as discount by booksellers, and invested in additional stock. The price of the whole stock, however, including that which was in the hands of Head masters and Deputy Commissioners, was, as I have already stated, raised at the end of the year, and hence the excess of nominal assets over liabilities rose from Rs. 32,475 to Rs. 67,559.

Receipts and expenditure of the Book Depôt during 1870-71, 1871-72, 1872-73.

167. During 1870-71, 1871-72 and 1872-73 the sum of Rs. 1,62,391-6-0 was paid into the treasury, and the expenditure was as shewn below:—

Purchase of books	... Rs.	57,326- 3- 9
Postage, commission and contingencies	... „	10,712-14-11
Pay of the book depôt establishment	... „	20,488- 8- 0
Pay of translators	... „	12,315- 5-10
Pay of press establishment ...	... „	37,829-11- 4
Press contingencies	... „	44,221- 6- 0
	„	1,82,894- 1-10

Assets and liabilities at the close of 1872-73. The Book Depôt a profitable institution.

As the balance due to Government at the beginning of 1870-71 was Rs. 46,730, the expenditure during three years Rs. 1,82,894-1-10, and the sum paid into the treasury during three years Rs. 1,62,391-6-0, the balance still due to Government at the close of this period amounted to Rs. 67,233-0; other debts amounted to Rs. 1,696-13-9; the debt of Rs. 24,204-12-0 due at the close of 1869-70 having been cleared off; so that the total liabilities were Rs. 68,929-14-1.

Cash	4,610-15- 9
Inefficent	17,211- 4-10
Stock	1,07,329- 0- 2
Tools and Plant	10,500- 0- 0
Service labels,	72- 4- 6

The assets amounted to Rs. 1,39,753-9-3 as shewn in the margin, and exceeded the liabilities by Rs. 70,823-11-2. The amount by which the original price of the stock now in hand was increased is about Rs. 26,000. If we deduct this amount

from Rs. 70,833 we have remaining Rs. 44,823, which would represent the profit made by the Book Depôt after paying all expenses, supposing that it were possible to sell off the whole stock at cost price.

On the other hand, the Curator reports that there are books of which the cost price was about Rs. 14,000 for which there is at present no demand. Amongst these are a large number of valuable books: some are well adapted for prizes, others might be sold at a reduced price, and a comparatively small number are practically useless.* Books of which the original cost was Rs. 22,000 are selling slowly; the remainder are books for which there is rapid sale.

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* The following is a list of books entered in the list of more than Rs. 100 in value :—

No	Name of Books.	No. of copies.	Price per copy.			Amount.		
1	Map of Turkistán, ...	376	0	13	0	305	8	0
2	Whatley's Rhetoric, ...	58	2	7	6	143	3	0
3	Plutarch's Lives by Clough, ...	3	34	10	3	103	14	9
4	Rebsch's Tabular History of England, ...	135	0	13	0	109	11	0
5	Smith's History of Greece, ...	41	4	2	0	169	2	0
6	Arnold's Second Latin Book, ...	91	2	3	0	199	1	0
7	Norton's Law of Evidence, ...	7	17	9	6	123	2	6
8	Baker's Circle of Knowledge, Part III, ...	1,905	0	7	3	863	3	3
9	Anthony Trollop's Works, ...	4	64	8	0	258	0	0
10	Sir Walter Scott's Works, in 100 vols., ...	7	175	0	0	1,225	0	0
11	Thackeray's Works, ...	4	99	0	0	396	0	0
12	Colenso's Algebra, Part II, ...	76	3	4	9	240	9	0
13	Snowball's Plane and Spherical Trigonometry, ...	26	4	2	0	107	4	0
14	Thomson's Arithmetic, ...	59	1	14	9	113	6	3
15	Wilmott's Plane Trigonometry, ...	242	2	7	6	597	7	0
16	Calcutta University Calendar, ...	37	0	0	0	118	15	3
17	Groves' Indian Gardening, ...	152	2	3	0	332	8	0
18	Wedgewood's Copying Books, half bound, ...	16	6	14	0	110	0	0
19	Ditto ditto full bound, ...	13	9	14	3	128	9	3
20	Galbraith's and Haughton's Mechanics, ...	66	1	10	3	108	4	6
21	Potter's Optics, Part I, ...	24	5	3	6	125	4	0
22	Ditto Part II, ...	19	6	14	0	130	10	0
23	Snowball's Natural Philosophy, ...	47	2	12	0	129	4	0
24	Beamont's Arabic Grammar, ...	75	4	0	0	370	0	0
25	Dr. Lietner's Philosophical Grammar of Arabic, ...	185	1	0	0	185	0	0
26	English Translation of Araish-i-Mahfil, ...	98	9	4	0	906	8	0
27	Do. of Nasr-i-Benazir, ...	99	6	5	0	624	15	0
28	Do. Sauda, ...	99	3	9	0	352	11	0
29	Forbes' Arabic Grammar, ...	24	9	14	3	238	2	0
30	Latin Translation of Diwan-i-Hamasa....	7	[illegible]	15	0	111	9	0
31	Shakespeare's Hindustani and Dakhni Grammar, ...	18	[illegible]	11	0	138	6	9
32	Easy Lessons on Reasoning, ...	85	1	3	9	104	14	0
33	Payne's Elements of Mental and Moral Science, ...	24	4	10	0	111	0	0
34	Cassell's Pictorial History of England, ...	7	26	8	0	185	8	6
35	Elementary Panjábi Grammar, ...	388	0	6	6	151	10	0
36	Urdu Course unbound, ...	305	0	0	0	174	1	0
37	Godh udai, ...	392	0	5	0	122	8	9
38	Jauhar-i-Aql, ...	350	0	7	9	169	6	0
39	Nafhat-ul-Yaman, ...	390	0	12	6	304	11	0
40	Naqsha-i Firozpur, Hoshiarpur, Jhang.	729	0	0	0	544	10	0
41	Zubdat-ul-Hisab, Parts I to IV, old edition, ...	1,033	0	[illegible]	0	434	0	0
42	Shishu Bodak, Parts I, II and III.	107	0	0	0	119	11	0
43	English Entrance Course from 1861 to 71, ...	120	2	3	0	262	8	3

Books whose selling price was Rs. 13,565 and that were unsaleable at the beginning of the four years or that had since become unsaleable through changes in the scheme of studies, were given away as prizes. The original cost of books given away as prizes, of books for which there is at present no demand, and of books which are selling slowly, was about Rs. 46,174. If all these books had been sold by auction and realized only two thousand rupees and the remainder had been sold at cost price the book depôt would have paid its expenses. As I have stated above, however, the present list of unsaleable books includes standard and educational books of a high class, which it would be folly to dispose of in such a manner; and the books which are much in demand will all realize a profit.

The salaries of translators and the cost of the registration of books not a proper charge against the book depôt, which has worked more profitably than in any other province of the British Indian Empire.

168. It should be observed further that in the above estimate of expenditure I have included the salaries of translators, and the cost of the registration of books. Now the salaries of translators are not a proper charge against the book depôt; they were originally paid from the annual assignment for the patronage of literature, which was reduced by the amount of their salaries when they were brought on to the regular establishment. A great portion of their labor has been employed in the translation of books which can have but a small sale, and books which they translate are not charged for at a higher rate than others. They have helped to supply us with better books, but not to swell the profits of the book depôt. Their salary therefore, which amounted during the years 1870-71, 71-72 and 72-73 to Rs. 12,315, and was paid by the book depôt, should be considered a clear profit. To this should be added Rs. 3,600, the amount that Government agreed to allow at the rate of Rs. 1,200 per annum for the registration of books, which is performed by the Curator's department. The above statement shews, I think conclusively, that the book depôt up to the close of 1872-73 was worked profitably, paying all expenses, including some which cannot be legitimately charged against it, and there is so far as I am aware no other province in the British Indian Empire where this is the case.*

Mr. Pearson last year arrived at a different conclusion. The fallacy of his arguments.

169. Mr. Pearson last year arrived at a different conclusion. He gave a statement of sums disbursed and paid into the treasury during the years 1869-70, 70-71, 71-72, and 1872-73, together with a list of a few of the heaviest items of unsaleable stock, and he observed that this would show how far the depôt is from being self-supporting, and the chief reason of the deficiency. It is however quite impossible to

* In Bombay the cost to the State of the Book Depôt in 1872-73 was Rs. 14,953, and of that in Madras in 1871-72 Rs. 5,426.

judge whither the book depôt has or has not been self-supporting during any given period, without examining the assets and liabilities at the beginning and at the end of that period, and this was not attempted. Again, the fact was overlooked that during 1869-70 Government paid the cost of establishments, commission, &c. amounting to Rs. 13,297-4-9, and that it was from the close of that year only that measures were taken to make the book depôt self-supporting.

Books enumerated in Mr. Pearson's list as unsaleable.

170. Of the books enumerated in Mr. Pearson's list as unsaleable 1,712 of the value of Rs. 2,022 have been disposed of by *bonâ fide* sales during the year. Most of the English books in this list were purchased before the commencement of the four years, but had since been thrown out of the scheme of studies and thus rendered unsaleable. Amongst their number however are 9 sets of Scott's works of the aggregate value of Rs. 1,575. Instead of the cheap edition that was indented for a very expensive edition has been sent by the India Office and hence there is some difficulty in disposing of it. We have also on hand a few copies of the complete works of several popular authors that the Curator obtained my sanction to order experimentally, but their aggregate value is insignificant. The Arabic books enumerated will probably be disposed of in time. The most considerable item is the Muntah-ul-arab, a very valuable Arabic Dictionary, very well got up. If the book depôt were a financial speculation, maintained for the sake of making the highest possible profit, the publication of this book might have been a mistake, but constituted as it is, the supply of a good dictionary for the use of Arabic students, even though its sale may be slow, is not necessarily an injudicious measure, and there could be no more suitable book for a prize to a student of Arabic.

Measures taken to make the book depôt self-supporting and the improvements effected.

171. Very great improvement has been effected in the lithography of vernacular books, and a considerable profit has been made by their sale, but the price of those published of late years is fixed at the same rate as those which were sold before the book depôt was required to pay its own expenses. Whilst the printing has been greatly improved the actual cost of printing has been reduced by 38 per cent, and will be reduced still further. One mistake was made in carrying out these measures: as I have already stated the price of all books in stock on the 1st April 1870 war raised; and this caused some discontent. It would have been better to add a per-centage to the price of new books only, as these could be obtained at a lower rate. The financial success of the operations of the book depôt would have been less apparent for a year or two, but every cause for complaint would have been

avoided. During these four years however the whole system of the depôt was completely re-organized, and various measures have been taken by which the accumulation of unsaleable books in the hands of Head-masters and other agents have been rendered impossible, and various improvements have been effected. It is not to be supposed that all these measures would please every one, or that the mode of carrying them into effect would be absolutely faultless; but there is no question that on the whole a signal success has been achieved.

Assets and liabilities of the book depôt at the close of 1873-74. The loss of Rs. 2,170-13-0 during the year apparent not real.

172. The assets at the beginning of 1873-74 amounted, as I have shewn in para 167, to Rs. 1,39,753-9-3, and the liabilities to Rs. 68,929-14-1. In the course of the year Rs. 48,958-3-2 were received from Government, and a debt of Rs. 89-15-6 to private dealers was incurred. Rs. 59,198-12-1 were paid into the treasury, and a debt of Rs. 1,696-12-9 to private dealers was liquidated. Hence the amount actually paid exceeded the amount actually received by Rs. 11,847-6-2, and our liabilities were reduced from Rs. 68,929-14-1 to Rs. 57,082-7-11. The assets however at the close of the year amounted to Rs. 1,25,735-6-1 only, and thus fell short of the assets at the commencement by Rs. 14,018-3-2. From this it would appear that there has been a loss of Rs. 2,170-13-0. The loss however is apparent not real.

The depôt has worked profitably during 1873-74.

173. Books are brought on to stock at selling price, not at cost price, and hence the larger the stock the larger the nominal assets. We cannot tell the exact cost price of the books in stock at the commencement and the close of the year, but the nominal value of books at the latter date was less by Rs. 7,011 than on the 1st April 1873. To make up this difference and thus place the depôt in exactly the same position as before as regards the value of our stock of books, we need invest only about Rs. 5,260, and the difference that would result between Rs. 7,011 (the increase in the nominal value of assets) and Rs. 5,260 , increase of our liabilities) should be deducted from the apparent loss of Rs. 2,170-13-0 to shew approximately to what the actual loss amounted. From this it would appear that there has been an actual loss of Rs. 419-13-0 only. Against this we have to set first Rs. 1,200 on account of registration of books, this being the amount that Government agreed to allow on this account, and Rs. 3,598-3-10 the salaries of the translators. Hence it will be seen that the depôt, after paying all legitimate expenses for the year 1873-74, has realised a considerable profit.

Statement shewing the financial operations of the depôt in 1873-74 in greater detail.

174. The following statement shews the financial operations of the year in greater detail :—

Book Depôt and the Educational Press.

ASSETS AT THE CLOSE OF 1872-73.							Paid into Treasury on account of sale proceeds of books, ...	52,976	1	5		
Cash	4,713	4	3				Do. on account of carriage of books to purchasers, ...	471	3	6		
Inefficient balance	17,211	4	10				Do. on account of work turned out by the Press, ...	5,751	7	2	59,198	12	1
Stock	1,07,329	0	2				Debt paid	...	...	...	1,696	12	9
Tools and Plant and Printed Forms ...	10,500	...	...	1,39,753	9	3	ASSETS AT THE CLOSE OF 1873-74.						
Drawn from Treasury on account of pay of Curator and establishment, including translators,	11,029	12	10				Cash ...	2,429	11	7			
Do. for contingencies of the Book Depôt	3,086	0	10				Inefficient Balance ...	10,997	8	8			
Do. for Purchase of Books	10,359	5	1				Stock	1,00,318	13	7			
Do on account of pay of Press establishment, ...	9,972	15	11				Tools and Plant and Printed Forms ...	11,989	4	3	1,25,735	6	1
Do for purchase of paper and other printing material, ...	14,510	0	6	48,958	3	2	Apparent loss	...	...	..	2,170	13	...
Books and paper purchased but not yet paid for, ...	...	...	...	89	15	6							
TOTAL, Rs. ...				1,88,801	11	11	TOTAL, Rs. ...				1,88,801	11	11

175. The following statement shews the value of English and vernacular books brought on stock and issued during the year :—

Books brought on stock and sold during the year.

BOOKS.	In stock at the commencement of the year.			Brought on stock during the year.			Total.			Issued during the year.			Balance.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A	P.	Rs.	A.	P.
English	57,635	6	1	13,877	15	6	71,513	5	7	17,088	7	9	54,424	13	10
Vernacular	49,693	10	1	35,258	13	2	84,952	7	3	39,058	7	6	45,893	15	9
TOTAL ...	1,07,329	0	2	49,136	12	8	1,56,465	12	10	56,146	15	3	1,00,318	13	9

By referring to the corresponding return given in the last annual report it appears that the sales for the year under report exceed those for the preceding year by Rs. 9,535-3-3. The sum of Rs. 49,136-12-8 under the head "Books brought on stock" is made up as follows :—

Books received from Secretary of State ...	Rs.	5,224- 0- 2
English books purchased in India	,,	3,130-11-11
Ditto received back	,,	1,722-12- 9
Vernacular books purchased	,,	1,548-12- 9
Ditto delivered by the Educational Press	,,	20,639- 1- 0
Ditto received back	,,	1,499- 4-11
Profit by the enhanced price of English books ...	,,	1,754-10- 5
Do. by do. of vernacular books ...	,,	11,480- 6- 6
Discount allowed on English books	,,	2,002- 4- 3
Ditto on vernacular books ...	,,	63-12- 0
Books paid for but their value not yet charged	,,	61- 0- 0
Books received but not yet paid for	,,	10- 0- 0
	,,	49,136-12- 8

The following is the detail of the books issued:—

Sold to Deputy Commissioners	Rs.	18,720- 2-0
Supplied to Director's office library	,,	431- 7-6
Supplied to College and school libraries ...	,,	1,373- 4-8
Supplied for prizes	,,	2,230-13-5
Supplied to Inspector of Schools	,,	1,788-11-3
Supplied to Jail schools	,,	245- 2-3
Sold to Head masters of Zil' and Normal schools	,,	9,131- 7-9
Cash sales	,,	22,065- 1-2
Carried to loss account	,,	160-13-3
Total	,,	56,146-15-3

The number of vernacular books issued is 1,98,127 and that of English 21,763. The value of sold books realized during the year amounts to Rs. 58,523-14-5, or properly to Rs. 51,619-12-5 deducting Rs. 6,904-2-0 allowed as discount to purchasers.

Secretariat and official books.

176. Books of the value of Rs. 3,546-12-0 were received from the Secretariat for sale: books worth Rs. 1,488-0-10 were sold, and Rs. 1,444 were remitted to the Secretary, after deducting commission at 10 per cent allowed to the Curator and by him to an extra clerk. The value of official books sold during the year was Rs. 79-4 only, and Rs. 84-3 were paid into the treasury.

Changes made in the staff of the Book Depôt and the Educational Press during the year.

177. Various changes have been made in the staff employed in the Depôt and Educational Press. In the former two junior clerks have been reduced and three muharrirs. The work of the former is performed by an additional clerk employed, whose salary is charged to the Press, and one of the former clerks, who has been retained by the Curator on a reduced salary paid from the commission on books sent for sale by the Secretariat which is allowed to the Curator by order of Government. An additional muharrir is now charged to the Press, and a muharrir belonging to the translators is employed in the Depôt. Various changes have been made in the staff of translators and several men have been reduced. The time of those who are now employed is occupied almost entirely in the work of the Urdú Gazette. In the Press the appointment of Superintendent has been abolished, but as no provision was made for that officer, who was an old and highly meritorious servant, Government at my request allowed his name to be still borne on the establishment as a temporary arrangement.

Other changes have been made in the Press, but these have exercised no material effect on the aggregate expenditure. Owing to the heavy work during several months it has been necessary to employ extra men.

The appointment of Superintendent of the Press enabled the Director to carry out several reforms.

178. The appointment in 1869-70 of Superintendent of the Press enabled me to carry out reforms of great importance. The Press was completely re-organized and its scope widely extended. An entirely new system of accounts was introduced in the vernacular, so that the English and vernacular departments might effectually check each other. Measures were taken to prevent the accumulation in future of books in the hands of Head masters, and the whole system of the Book Depôt was

placed on a completely new basis. These changes made it possible to render the Book Depôt self-supporting, and thus save the Government a very large expenditure. The value also of the check above referred to was soon apparent. Fraud on a large scale was happily impossible, but petty frauds were brought to light that would otherwise have remained unknown, and the offender was required to leave the department.

The Curator the only responsible officer in the Depôt. An assistant required.

179. The Curator is now the only responsible officer in the Depôt, and in the event of his being taken ill or going on leave I should be obliged to place in charge some one wholly unacquainted with the working of both the English and vernacular departments. The present Officiating Curator, being a good vernacular scholar, it has been found possible to dispense with the services of the Superintendent of the Press.* Now that the re-organization of the Press and Depôt is completed and the new system works smoothly, I do not advocate the re-establishment of this appointment; it will be necessary however to create a new appointment in its place.

The duties of the Curator and the reasons for the appointment of an Assistant.

180. The nature of the transactions of the Depôt render necessary an elaborate system of accounts, and hence the necessity of an adequate staff of clerks and muharrirs. The sale of books is now rapidly increasing, but increased sales will not entail the necessity of increasing the establishment in the same proportion. The book depôt has some extraneous work to perform, such as the registration of books. The Curator's first duty is to superintend the work of the Depôt, *i. e.* the receipt and issue of books, but he has other duties, in my estimation of scarcely less importance. He is required to write a quarterly report on all books registered in the province, and I am constantly referring new books to him for report as to the expediency of patronizing them in any form. The opinion of others also is frequently taken, but it is of very great importance that the Curator himself should have leisure to look through all books that I refer to him. He should also be able to keep himself thoroughly well informed as to all new books that are published in Europe, either on Educational subjects, or on matters in any way connected with the East, and for this purpose it is essential that the whole of his time in office should not be taken up with details of the work of the Depôt. In my opinion the Curator should be allowed an assistant, who should be one of the best native scholars in the province. He should superintend the Press and the vernacular department generally, and assist the Curator

* Though temporarily retained on establishment as stated in para 177 he is employed on duties unconnected with the depôt.

in work of all kinds, and he should be thoroughly competent to take the place of that officer in case of emergency. Proposals on this subject will be submitted hereafter.

New books published during the year. Objections to the use of expurgated editions of the Gulistan and the Bostan.

181. During the year new maps of the eastern hemisphere and of Hindustán, the latter in the Nagri character, a revised edition of the Wáqeat-i-Hind, and an expurgated edition of the Gulistán have been published, and a translation of Lethbridge's History of India has been commenced. A new third book in Urdú also is in course of preparation. There are some objections to the use of expurgated editions of the Gulistán and Bostán. If the praises of Muhammad are cut out offence is given to Muhammadans, if they are allowed to stand this will be construed by some persons into a breach of religious neutrality. The difficulty however may be avoided by the substitution of Persian selections in which the greater part of the Gulistán and Bostan can be included.

Reprints issued during the year.

182. Of the reprints issued during the year the following are the most important:—

Urdu kí pahlí kitáb	42,800
Urdu kí dúsrí kitáb	20,000
Urdu kí tísri kitáb	10,600
Farsi kí pahlí kitáb	15,000
Farsi kí dúsrí kitáb	10,000
Qawaid-i-Urdú	5,000
Qaidu-i-Urdú	35,000

Work done by the translators during the year. Very small portion of their time given to the preparation of books.

183. At the commencement of the year the translators' department consisted of a head translator, two maulavis, and two translators for the Urdú Gazette. We have now a Head translator and Editor of the Urdú Gazette on Rs. 200, an assistant on Rs. 130, and a Maulavi on Rs. 40. During the year they have translated 1,559 pages of original matter, revised and corrected 306 pages of vernacular books in use in the department, and prepared expurgated editions of the Gulistán and Bostán. They have also corrected 2,336 pages, chiefly of the Urdú Gazette, for the press. The number of working days in the year was 269, so that on an average 6 pages of original matter were translated daily, of which less than one-fifth consisted of Educational books, 1,129 pages were for the Urdú Gazette, and 130 were contained in Newbery's Schedule of Local and Special Laws. I have stated above that the translators were

originally paid from the assignment for the patronage of literature, and that their salaries never formed a proper charge against the Book Depôt. It will be seen that by recent changes they have been transferred to work which has no connexion with the object for which they were originally appointed, and that a very small portion of their time is now given to the preparation of books for the department.

To translate works from English on historical and scientific subjects even when they do not pay or command a ready sale is a judicious policy.

184. Mr. Pearson, in his last annual report, observed that the salaries of the translators should properly be paid by adding to the price of the books that they compile, but that to do so would be to raise the rates 200 per cent. The translations he thought had been well done, but were of little practical value. He instanced Collier's History of the British Empire, the text book for the Calcutta Entrance examination, and observed that it was probably translated for students of the Panjáb University, but that it is not well suited for a vernacular version.

If the department is to translate no book and to publish no book that will not pay, that will not command a ready sale, and for which there will not be a great demand;—if we are to refrain from our endeavors to improve the vernacular literature of the country, and from placing within the reach of the native student who is unacquainted with English the means of studying the histories of other countries than his own, or of learning the great truths unfolded by modern science, until there is an unmistakeable desire amongst the native community to acquire such knowledge—then no doubt the policy that has been pursued is a mistaken one, and the money spent in maintaining a staff of translators has been expended to no purpose. According to this view we were wrong to translate the history of any country beyond the Indian Empire, not excepting even the country that has given that empire her present rulers.

Colliers' History of the British Empire a most suitable book for translation. The translation of it prepared by the department is not literal.

185. Before Colliers' History of the British Empire was translated, there was not a single work in existence in the Urdú language from which a fair elementary knowledge of English history could be obtained, and it would in my opinion have been a just cause of reproach to the department if no history had been supplied; more especially after all that had been said and written on the subject of providing histories and elementary works in science in the vernacular during the time of the late Sir Donald McLeod. I maintain that it was the duty of the department to provide a history of England, and that the most suitable book for translation in the English language was Colliers' History of the British Empire. No history of England is suitable for literal translation; since, even in the most

elementary works for English children, a knowledge of many things is assumed with which a native of India is unacquainted, and hence a literal translation of a historical English work that shall be intelligible to a Panjábí is as impracticable as a literal translation into English of a story full of allusions to village customs and to the social habits of the natives of this country. Colliers' history has not been literally translated; and great care has been taken to explain and amplify every thing that would be difficult for a native to understand. The work is useful, not only for the information it contains, but also as a specimen of the manner in which such translations should be made. Mr. Pearson, when he stated that it was "probably translated for students of the Panjáb University" but "of little practical value," must have forgotten that at the time he wrote and for some two years previously it had formed a part of the course of study prescribed for vernacular schools of the higher class and for normal schools, and I will venture to assert that his statement that the work was unsuitable for translation can be defended on no other grounds than those set forth above—and that he was not acquainted with any historical work that would have been better suited for this purpose.*

I have dwelt on this subject at some length because the principle involved is an important one. I have obtained the sanction of Government to the translation of Huxley's Science Primers, which, like Colliers' History of India, will be taught in the first instance to a very small number of students only; and if the matter is to be regarded simply as a question of profit and loss there can be no doubt that it will not pay directly either to translate or to publish these primers, whatever may be the effect eventually of teaching the subjects of which they treat. I believe however that if the book depôt were worked at a loss instead of a profit it would still be good policy to translate into the vernacular the best elementary English works, both on scientific and historical subjects, whenever we are in a position to teach these subjects to vernacular students, however small the number of such students may be. More advanced works perhaps can be more suitably undertaken by the Panjáb University College, who will complete and publish Taylor's Ancient History, about half of which was translated in the depôt on

* The book is generally acknowledged to possess great intrinsic merits, and it has been widely adopted both in England and in India. The Calcutta University selected it as the work best fitted amongst all that had been published for imparting a knowledge of English History to native youth, and the selection was generally approved; nor is there any conceivable reason why the English version should be suitable to a native who knows English whilst the vernacular adaptation is not suitable to the vernacular student. It has been said no doubt that a book that contains a list of contemporary sovereigns and authors is unsuited to native youths, as if the existence of superfluous tables could detract from the value of the book itself. The tables however were not retained without due consideration, when the work was commenced the question of allowing students of the Calcutta University to be examined through the medium of the vernacular was under consideration, and it seemed likely that the proposal would be carried. Under these circumstances it was not thought expedient to omit anything from a translation of the Calcutta University text book, as this might have impaired its utility, whilst the retention of these tables could do no harm.

the same plan as Colliers' History. It may be added that a small edition of the latter work only was published, and that all the copies of the first part have been sold and three hundred only remain of the second.

Lálá Piyáre Lál, the Officiating Curator, Lálá Bhairon Parshád, Head Translator.

186. Lálá Piyáre Lál, the present Officiating Curator, possesses peculiar aptitude for the post he holds, and has conducted the work of the depôt satisfactorily. The appointment of an Assistant would afford him more time for the supervision of all departments and for the general duties I have described. The appointment of Head Translator has been filled during the year by Lálá Bhairon Parshád, B. A., who is well qualified for the work of this office.

CONCLUSION.

The services of the officers of the department commended.

187. It remains only to record my sense of the zealous manner in which the officers of the department generally have discharged their duties, and of the courtesy and the readiness to carry out suggestions that the district officers of the province have displayed.

Lists of Civil Officers and of native gentlemen who have exerted themselves in the cause of education.

188. I append a list of Civil Officers whose exertions in the cause of education have been brought to notice by Inspectors, and of the native gentlemen whose services are thought worthy of special recognition.

List of European officers who have taken interest in the cause of Education during 1873-74.

1	Captain R. P. Nisbet, ...	Deputy Commissioner, Lahore.
2	H. W. Steel, Esq., ...	Assistant Commissioner, Do.
3	R. Clarke, Esq., ...	Do. Do. Do.
4	J. G. Cordery, Esq., ...	Deputy Commissioner Gujránwálá.
5	T. G. Walker, Esq., ...	Assistant Commissioner, Do.
6	P. de L. H. Johnstone, Esq.,	Assistant Commissioner, Firozpur.
7	Lt.-Col. C. V. Jenkins, ...	Deputy Commissioner, Siálkot.
8	J. W. Smyth, Esq., ...	Additional Commissioner, Amritsar.
9	R. T. Burney, Esq., ...	Deputy Commissioner, Gurdáspur.
10	J. R. Maconachie, Esq., ...	Assistant Commissioner, Do.
11	Lt.-Col. E. Paske, ...	Deputy Commissioner, Kángra.
12	R. Bruce, Esq., ...	Assistant Commissioner, Do.
13	D. G. Barkley, Esq., ...	Deputy Commissioner, Jálandhar.
14	Captain G. G. Young, ...	Do., Do. Hushyárpúr.
15	Major H. B. Urmston, ...	Do., Do. Ráwalpindí.
16	H. E. Perkins, Esq., ...	Do., Do. Gujrát.
17	Lt.-Col. J. B. Smyly, ...	Do., Do. Jhelam.
18	Colonel H. A. Dwyer, ...	Do., Do. Sháhpur.
19	J. H. Oliver, Esq., C. S. I.,	Deputy Commissioner, Gurgaon.
20	H. Anderson, Esq., ...	Assistant Commissioner, Sarsá.
21	Colonel Foster, ...	Deputy Commissioner, Hissár.
22	C. P. Elliott, Esq.,... ...	Deputy Commissioner, Ambála.
23	T. Roberts, Esq., ...	Assistant Commissioner, Do.
24	E. P. Henderson, Esq., ...	Do. Do. Do.

List of Native Gentlemen who have exerted themselves in the cause of education durin
1873-74.

No.	NAME.	Rank or designation.	District.	Tahsíl or village.
	AMBALA CIRCLE.			
1	Buali Bakhsh	Lambardár	Ambálá	Dulíani.
2	Wazír Singh	Ditto	Ditto	Maní Mazrá.
3	Laihná Singh	Tahsíldár	Ditto	Naráingarh.
4	Mangal Singh	Lambardár	Ditto	Laodi Mazrá.
5	Ujágar Mal	Tahsíldár	Ditto	Jagadhrí.
6	Bansí Lál	Ráis	Ditto	Ditto,
7	Natthú Mál	Mahájan	Karnál	Kaithal.
8	Basant Lál	Tahsíldár	Sarsá	Dabwálí.
9	Gandá Singh	Jagírdár	Ludhiána	Dhení Mazra.
10	Azízuddín	Lambardár	Ditto	Tungaherí.
	LAHORE CIRCLE.			
1	Pandit Badrí Náth	Tahsíldár	Lahore	Sharaqpúr.
2	Jalál-ud-dín	Zaildár	Ditto	Bhágwánpúr.
3	Motí Rám	Member of Committee	Ditto	Sháhdara.
4	Sardar Gurbaksh Singh	Lambardár	Ditto	Padhánu.
5	Suba Singh	Ditto	Ditto	Khudián.
6	Gobind Rám	Zámindár	Firozpúr	Fathgarh.
7	Belá	Ditto	Ditto	Jhandá Baga.
8	Harbhaj	Khatrí	Ditto	Daodhar.
9	Bútá Mal	Tahsíldár	Ditto	Firozpur.
10	Ghazanfar Alí	Ditto	Ditto	Mukhstar.
11	Agá Muhammad	Ditto	Ditto	Zirá.
12	Diwán Dayá Ram		Gujránwála	Gujránwálá.
13	Sardár Jwáhir Singh		Ditto	Ditto.
14	Sardár Lehná Singh		Ditto	Ditto.
15	Maulavi Inámud-dín		Ditto	Ditto.
16	Lála Ganpat Shah Bhabrá		Ditto	Ditto.
17	Lála Thakar Dás		Ditto	Ditto.
18	Maulaví Mahbub Alam		Ditto	Ditto.
19	Sardár Amar Singh		Ditto	Ditto.
20	Diwán Chand	Tahsíldár	Hushyárpúr	Dosúhá.
21	Sher Singh	Naib Tahsíldár	Ditto	Ditto.
22	Achhrú Rám	Ditto	Ditto	Hushyárpúr.

No.	Name.	Rank or designation.	District.	Tahsíl or village.
23	Hamír Chand	Member of Committee	Jálandhar	Núrmahal.
24	Amar Singh	Lambardár	Ditto	Pharálá.
25	Thamman Singh	Ditto	Ditto	Ditto.
26	Phúlá Singh	Ditto	Ditto	Ditto.
27	Gandá Singh	Ditto	Ditto	Ditto.
28	Gangá Singh	Ditto	Ditto	Sandhewán.
29	Rám Chand	Member of Committee	Ditto	Kartárpúr.
30	Rám Dittá	Ditto	Ditto	Ditto.
31	Lál Dás	Ditto	Ditto	Ditto.
32	Upár Dás	Ditto	Ditto	Ditto.
33	Bassan Khán	Ditto	Ditto	Philaur.
34	Gondha Mal	Ditto	Ditto	Ditto.
35	Butá Chand	Ditto	Ditto	Bilgah.
36	Hirá Lál	Ditto	Ditto	Mokandpur.
37	Hamír Chand	Ditto	Ditto	Mohídpúr.
38	Amír Sháh	Ditto	Ditto	Ditto.
39	Báwá Sapúran Singh	Ditto	Ditto	Malsián.
40	Jamíl Khán	Ditto	Ditto	Bahrám.
41	Chhanga Mal	Ditto	Ditto	Bangáh.
42	Sardár Ajít Singh	Ditto	Ditto	Aláwalpur.
43	Sheikh Khudá Bakhsh	Tahsíldár	Ditto	Philour.
44	Rasak Bihárí Lál	Ditto	Gurdáspur	Shakargarh.
45	Mazhar 'Ali	Naíb Tahsíldár	Ditto	Pathánkot.
46	Hidáyat 'Ali	Tahsíldár	Ditto	Batálá.
47	Mansúbdár	Zaildár	Ditto	Ghumtálá.
48	Phagú Sháh	Member of Committee	Ditto	Díná Nagar.
49	Díwán Jaswant Rái	Ditto	Ditto	Kanjrúr.
50	Wazír 'Ali	Extra Asstt. Commr.	Siálkot	Siálkot.
51	Altáf 'Ali	Naíb Tahsíldár	Ditto	Daská.
52	Sánjhi Mal	Tahsíldár	Ditto	Zafarwál.
53	Pandit Badri Náth	Ditto	Ditto	Raiyah.
54	Jagan Náth	Ditto	Ditto	Siálkot.
55	Díwán Harnám Singh	Member of Committee	Ditto	Pasrúr.
56	Gandá Sháh	Ditto	Ditto	Ditto.
57	Dádan Khán	Zaildár	Ditto	Talwandí Músa Khán
58	Hají Ghulám Hussain	Member of Committee	Ditto	Qilá Sobha Singh.
59	Dwárká Dás	Ditto	Ditto	Jámkí.

No.	NAME.	Rank or designation.	District.	Tahsil or village.
60	Gandá Sháh	Member of Committee	Siálkot	Jámkí.
61	Bachan Singh	Zaildár.	Amritsar	Chichá.
62	'Izzat Khán	Chief Lambardár	Ditto	Neshtá.
63	Guláb Singh	Chaudhri	Ditto	Pul Kanjri.
64	Bútá Singh	Lambardár	Ditto	Tharn.
65	Sandhe Khán	Ditto	Ditto	Wairowál.
66	Ghulám Muhammad	Zaildár	Ditto	Ditto.
67	Kharak Singh	Chief Lambardár.	Ditto	Goindwál.
68	Harjas	Lambardár	Ditto	Ditto,
69	Hirá Singh	Ditto	Ditto	Ditto.
70	Chaudhri Chand	Zaildár.....	Ditto	Jalálábád.
71	Sher Singh	Lambardár	Ditto	Sarli.
72	Devá Singh	Zamindár	Ditto	Do.
73	Belá Singh	Chief Lambardár	Ditto	Sathiálá.
74	Wasáwá Singh	Zaildár.....	Ditto	Werká.
75	Muhammad Khán	Lambardár	Ditto	Jastarwál.
76	Sarfraz Khán	Hissadár	Ditto	Ditto.
77	Sarfraz Khán	Zaildár.....	Ditto	Balarwál.
78	Wasáwa Singh	Chief Lambardár	Ditto	Bhendi Oulak.
79	Sher Singh	Ditto	Ditto	Do.
	RAWALPINDI CIRCLE.			
1	Bélí Rám	Tahsildár	Ráwalpindi	Pindí Gheb.
2	Mahtáb Singh	Ráis of Kuntrila	Ditto	Gujar Khán.
3	Lálá Rám Juwáyá	Panch of Sayad	Ditto	Do.
4	Bábá Jíwan Singh.....	Bedi of Sukho	Ditto	Do.
5	Gazan Khán	Ráis of Búta	Ditto	Kahútá.
6	Khwája Muhammad Khán.....	Do. of Khatak	Kohát	Kohat.
7	Muzaffar Khán	Tahsildár	Ditto	Hangu.
8	Shekh Abdul Rasúl	Extra Assistant Commissioner,	Hazára	Haripur.
9	Sultán Ismail	Inspector of Police	Ditto	Do.
10	Tahmásabh Khán	Tahsildár	Ditto	Do,
11	Ghulám Jiláni	Thanadár of Ghází	Ditto	Do.
12	Samandar Khán	Ráis of Gari Habibulá	Ditto	Mansehra.
13	Jahándád Khán	Ráis of Khanpur	Ditto	Haripur.
14	Sher Zamán Khán	Ráis of Jalu	Ditto	Mansehra.
15	Mir Ahmad Khán	Ráis of Kot Najibulla	Ditto	Haripur.

No.	NAME.	Rank or designation.	District.	Tahsil or village.
16	Iláhi Bakhsh	Muafidár of Sáhlá ...	Hazárá	Haripúr.
17	Bábú Devi Dayál	Tahsildár	Gujrát	Kharián.
18	Mahesh Dás	Naib do.	Ditto	Gujrát.
19	Malak Ahmad Khán	Do. do.	Ditto	Kharián.
20	Sultán Ali Khán	Zaildár Jalálpur.....	Ditto	Gujrát.
21	Tárá Chand	Tahsildár	Sháhpur	Khushúb.
22	Rám Dás	Do.	Ditto	Bhe a.
23	Abdullá Khán	Do.	Ditto	Sháhpur.
24	Diwán Jwáhir Mal	Ráis	Ditto	Bherá.
25	Sadr dín	Lambardár	Ditto	Sadhu Kambah.
26	Sarfráz	Do.	Ditto	Do.
27	Jalál Khán	Lambardár of Kot	Ditto.	Sháhpur.
28	Rám Sahái	Tahsildár	Jhelam....	Jehlam.
29	Zamán Mehdi Khán ...	Ráis of Dárápur.....	Ditto	Do.
30	Sherbáz Khán	Lambardár of Bishondor.....	Ditto	Do.
31	Muhammad Hasan Khán ...	Ditto of Lahri	Ditto	Do.
32	Nawázish Ali Khan	Ditto of Lahri	Ditto	Do.
33	Saggar Khán	Ditto of Dumeli	Ditto	Do.
34	Fath Khán	Ditto of Dariyálá	Ditto	Pind Dadan Khán.
35	Dádú Khan	Ditto do.	Ditto	Do.
36	Bishan Singh	Tahsildár	Ditto	Chakwál.
37	Pír Muhammad Sháh	Member of Dhrugi	Ditto	Do.
38	Abdullá Khán	Tahsildár	Ditto	Talagang.
39	Ghulám Khán	Naib Ditto	Ditto	Do.
	MULTAN CIRCLE.			
1	Hákim Khán	Resident	Bunno	Bunno.
2	Muhammad Khán	Ditto	Ditto	Do.
3	Jahándár Khan	Ditto	Ditto	Do.
4	Mian Sultán	Ditto	Ditto	Do.

W. R. M. HOLROYD, MAJOR,

Director of Public Instruction, Panjáb.

STATEMENTS.

B. EDUCATION FORM 1.

THE UNIVERSITY.

Result of the Examinations of the University of Calcutta and of the Panjáb University College for the official year beginning 1st April 1873, and ending 31st March 1874.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Nature of Examination.	No. of Institutions sending up candidates.			No. of candidates sent up.				No. of candidates passed.				Religious or national classification of passed candidates.						Remarks.
												Natives of India.						
	Government Institutions.	Private Institutions.	Total.	From Government Institutions.	From Private Institutions.	Private students.	Total.	From Government Institutions.	From Private institutions.	Private students.	Total.	Christians.	Hindus.	Muhammadans.			Europeans.	
Calcutta University.																		
Entrance or Matriculation	4	10	14	33	38	1	72	10	14	1	25	4	17	1			3	
Arts. First Arts	2	...	2	22	...	...	22	16	...	...	16	...	15	1			...	
Arts. Bachelor of Arts				5	...	...	5	2	...	...	2	...	2	...			...	
Arts. Master of Arts				1	...	...	1	1	...	...	1	...	1	...			...	
Panjab University Colleges.																		
Entrance or Matriculation	6	4	10	17	19	4	40	12	9	2	23	...	15	8			...	
First Arts	2	1	3	27	14	...	41	20	5	...	25	...	21	4			...	

B. EDUCATION

Return of Colleges and Schools, and the scholars attending them,

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	GOVERNMENT INSTITUTIONS.											AIDED INSTI-				
CLASS OF INSTITUTION.	Number of Institutions.	Number of scholars on the rolls on 31st March 1874	Average daily attendance	*Number of scholars on the 31st March learning through*		*Religious or National classification of scholars as on 31st March 1874.*						Number of Institutions.	Number of scholars on the rolls on 31st March 1874.	Average daily attendance.	*Number of scholars on the 31st March learning through*	
				English.	Vernacular only.	Christians.	Hindus.	Mahammadans.			Others.				English.	Vernacular only.
Colleges or Departments of Colleges affiliated to the University in :—																
Arts	2	77	67	77	...	3	62	12	...	...	...	...	...	...	...	...
Law	...	...	...	...		...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges not affiliated to the University.																
Madrassahs	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools (vernacular).	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Normal Schools.																
For Masters	3	240	194	...	240	2	89	142	...	...	7	1	32	23	...	32
For Mistresses	...	...	...	...	...	...	...	...	...	...	...	5	216	184	...	216
Schools of Art.																
Other Technical Schools.																
Schools for Boys.																
Higher Schools (English)	7	327	253	327	...	8	256	44	...	...	19	9	2,098	1,665	1,956	142
Middle School, teaching through, English,	25	2,781	1,901	2,781	...	7	1,777	821	...	...	166	38	4,613	3,543	2,448	2,165
Middle School, teaching through, Vernacular only,	104	11,497	9,158	590	10,907	5	7,358	3,341	...	...	793	12	1,647	1,262		1,647
Lower and Primary Schools	1,179	57,389	43,091	161	57,228	1	27,659	24,360	...	...	5,369	201	12,699	9,897	1,539	11,160
Schools for Girls.																
For Natives of India ...	101	2,599	2,020	...	2,599	...	432	2,086	...	...	81	225	6,496	4,959	70	6,426
For Europeans and others ...	...	...	...	...		...	...	...	...	...	...	5	259	224	259	...
Mixed Schools (Boys & Girls)																
For Europeans, ...	...	...	...	...	...	...	...	...	...	...	...	3	196	199	196	...
TOTAL ...	1,421	74,910	56,687	3,936	70,974	26	37,633	30,816	...	...	6,435	499	28,256	21,956	6,468	21,788

FORM 2.

for the official year beginning 1*st April* 1873 *and ending* 31*st March* 1874.

18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
TUTIONS.						UNAIDED INSTITUTIONS UNDER INSPECTION.													GRAND TOTAL					
Religious or National classification of scholars as on 31st March 1874.									*Number of scholars on the 31st March learning through*		*Religious or National classification of scholars as on 31st March 1874.*													
Christians.	Hindus.	Mahommadans.			Others.	Number of institutions.	Number of scholars on the rolls on 31st March 1874.	Average daily attendance.	English.	Vernacular only.	Christians.	Hindus.	Muhammadans.			Others.	Grand total of institutions.	Grand total of scholars on 31st March 1874.	Christians.	Hindus.	Muhammadans.			Others.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	77	3	62	12	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	14	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	272	4	103	158	...	...	
...	126	90	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	216	...	126	90	...	...	
183	1,375	530	...	..	10	...	...	...	...	...	...	...	...	...	...	...	16	2,425	191	1,631	574	...	...	29
96	3,062	1,372	...	...	83	...	...	...	...	..	...	...	...	...	...	...	63	7,394	103	4,839	2,203	..	...	249
...	894	679	...	...	74	...	...	...	...	...	...	...	...	...	...	...	116	13,144	6	8,252	4,020	...	...	867
65	8,002	3,846	...	...	786	...	...	...	...	...	...	...	...	...	...	...	1,380	70,088	66	35,661	28,206	...	...	6,155
62	4,024	1,971	...	...	436	...	...	...	...	...	...	...	...	...	...	...	326	9,095	62	4,456	4,060	...	...	517
259	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	259	259	...	...	...	...	...
196	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	196	196	...	...	...	...	...
863	17,497	8,507	...	...	1,389	...	...	...	...	...	...	...	...	...	...	...	1,920	1,03,166	889	55,130	39,323	...	...	7,824

B. EDUCATION FORM 3.

Receipts and Expenditure of Educational Establishments in the Panjáb for the official year beginning 1st April 1873 and ending 31st March 1874.

1	2	3	4	5	6	7	8	9	10	11		
	RECEIVED.									EXPENDED.		
Nature of Establishments.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From Revenues of Native States.	Fees and fines.	Funds not included in foregoing headings.	Total.	Total.		
University	21,000	...	25,000	6,140	...	...	1,580	15,580	69,300	(a) 38,970	0	0
Direction	29,768	...	...	...	...	...	...	...	29,768	29,768	0	0
Inspection	1,16,732	1,102	...	...	...	...	1,674	...	1,19,508	1,19,508	0	0
Colleges or Departments of Colleges affiliated to the University.												
Arts ... ... Government ...	46,915	...	...	...	...	...	...	...	46,915	46,915	0	0
Arts ... ... Aided ...	...	...	...	...	...	...	...	...	...	...	...	...
Law												
Medicine												
Engineering												
Colleges or Departments of Colleges not affiliated to the University.												
Madrassahs												
Medical Schools (vernacular)												
Normal Schools.												
For Masters ... Government ...	14,663	...	...	...	...	...	...	...	14,663	14,663	0	0
For Masters ... Aided ...	2,874	...	...	...	...	...	...	2,988	5,862	5,862	0	0
For Mistresses ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...
For Mistresses ... Aided ...	13,475	1,168	...	...	...	...	...	7,498	22,141	22,141	0	0
Schools of Art.												
Other Technical Schools Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Other Technical Schools Aided ...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Boys.												
Higher Class, English ... Government ...	44,935	...	...	...	...	...	...	2,191	47,129	47,129	0	0
Higher Class, English ... Aided ...	31,293	...	...	...	...	...	10,974	32,193	74,460	74,461	0	0
Middle Class, English ... Government ...	77,476	...	3,070	...	...	...	...	611	81,157	81,157	0	0
Middle Class, English ... Aided ...	29,120	2,797	...	...	...	...	8,333	29,478	69,728	69,728	0	0
Middle Class, vernacular Government ...	6,175	55,111	...	...	...	3,087	...	10,652	75,025	75,025	0	0
Middle Class, vernacular Aided ...	3,171	2,397	...	...	...	...	746	3,979	10,293	10,293	0	0
Lower Class & Primary Government ...	11,820	1,69,351	2,314	...	...	...	6,330	2,611	1,92,426	1,92,426	0	0
Lower Class & Primary Aided ...	27,337	5,244	...	...	15,492	...	10,796	12,114	70,983	70,983	0	0
Schools for Girls.												
For Natives of India ... Government ...	135	7,770	...	...	...	...	...	2,199	10,104	10,104	0	0
For Natives of India ... Aided ...	15,946	4,401	...	...	...	...	202	28,468	49,017	49,017	0	0
For Europeans and others (b) Government ...	...	...	...	...	...	...	...	...	...	...	...	...
For Europeans and others (b) Aided ...	9,000	...	...	...	...	...	6,016	6,083	21,099	21,099	0	0
Mixed Schools (Boys' and Girls') (c) Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Mixed Schools (Boys' and Girls') (c) Aided ...	23,673	...	...	18,033	...	...	6,984	...	48,690	48,690	0	0
Scholarships.												
In Colleges ... ... Government ...	2,516	...	420	472	...	...	...	6,946	10,354	(d) 10,354	0	0
In Colleges ... ... Endowed ...	...	...	...	...	...	...	...	...	...	...	...	...
In Schools ... ... Government ...	14,414	16,952	...	...	...	...	...	465	31,831	31,831	0	0
In Schools ... ... Endowed ...	...	...	1,763	...	...	...	...	...	1,763	1,763	0	0
Buildings and Endowments Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings and Endowments Aided ...	11,716	...	...	...	...	...	...	...	11,716	11,716	0	0
Miscellaneous	58,003	...	...	...	...	...	...	...	58,003	58,003	0	0
TOTAL ...	6,12,157	2,66,293	32,567	24,645	15,492	3,087	53,635	1,64,059	11,71,935	11,41,606	0	0

The University College accounts are kept and audited by the Calendar year and the figures shewn in this Statement are for 1873.

(a) Exclusive of Rs. 6,946-14 expended from the University College Funds on Scholarships in Government Colleges, which are included under *Scholarships.*

(b) Includes the following schools :—1, Panjab Girls' Schools ; 2, Simla Roman Catholic Female Orphanage ; 3 Girls' School Delhi ; Annarkully School, 5 Naulakha and Donald Town School.

(c) Includes Mayo Industrial School, Murree Asylum, Rawalpindi-cum-Murree School.

(d) Inclusive of Rs. 6,946-14 expended from the Receipts of the University College on Scholarships in Government Colleges.

B. EDUCATION—FORM 4.

Distribution of Government Colleges and Schools, and of all Schools and Colleges aided and inspected by Government, in the several districts under the Government of the Panjáb, and in the States subject to administrative supervision.

1		2	3	4	5	6	7	8	9
	Names of Districts and Native States.	Vernaculars spoken.	Area in square miles.	Estimate of population.	Number of schools.	Number of scholars on the rolls on 31st March 1874.	Average number of square miles to each school.	Per-centage of scholars to population	REMARKS.
1	Dehlí ...	Hindustáni.	1,273	6,21,675	101	4,863	12·6	·78	
2	Gurgáon ...	Do.	1,981	6,90,295	63	2,993	31·4	·43	
3	Karnál ...	Do.	2,352	6,08,942	54	1,906	43·5	·31	
4	Hissár ...	Do.	3,540	4,84,681	25	1,216	141·6	·25	
5	Rohtak ...	Do.	1,812	5,31,227	45	2,576	40·2	·48	
6	Sirsa ...	Do.	1,311	2,10,795	18	880	72·8	·41	
7	Ambála ...	Do.	2,616	10,35,488	90	6,044	29·	·58	
8	Ludiána ...	Hindustáni & Panjábi.	1,359	5,83,245	69	2,972	19·6	·50	
9	Simla ...	Do.	18	33,995	26	932	69	2·74	
10	Jálandhar ...	Do.	1,326	7,80,165	148	6,726	8·9	·86	
11	Hushyárpur ...	Do.	2,086	9,39,972	87	5,048	23·9	·53	
12	Kángra ...	Do.	8,389	7,43,832	70	3,140	119·8	·42	
13	Amritsar ...	Do.	1,556	8,32,750	153	8,262	10·1	·99	
14	Siálkot ...	Do.	1,955	10,05,004	124	5,526	15·7	·54	
15	Gurdáspur ...	Do.	1,818	9,06,126	110	6,043	16·5	·66	
16	Lahore ...	Do.	3,670	7,89,662	114	6,960	32·1	·88	
17	Gujránwála ...	Do.	2,558	5,50,576	66	3,814	38·7	·69	
18	Firozpur ...	Do.	2,692	5,49,253	52	2,858	51·7	·52	
19	Ráwalpindi ...	Do.	6,212	7,11,256	95	6,250	65·3	·87	
20	Jhelam ...	Do.	3,911	5,00,988	64	3,988	61·1	·79	
21	Gujrát ...	Do.	2,037	6,16,361	47	3,264	43·3	·52	
22	Sháhpur ...	Do.	4,698	3,68,796	33	1,811	142·3	·49	
23	Multán ...	Do.	5,882	4,71,563	47	3,099	125·1	·65	
24	Jhang ...	Do.	5,709	3,48,027	42	2,439	135·9	·70	
25	Montgomery ...	Do.	5,555	3,59,437	22	1,321	252·5	·36	
26	Muzaffargárh ...	Do.	3,021	2,95,547	23	1,060	131·3	·35	
27	Dera Ismail Khán ..	Pashtu.	7,096	3,94,864	19	1,655	373·4	·41	
28	Dera Ghází Khán ...	Do.	4,186	3,08,840	37	1,656	113·1	·53	
29	Bannú ...	Do.	3,150	2,87,547	20	979	157·5	·34	
30	Peshawar ...	Do.	2,368	5,23,152	32	1,763	74·	·33	
31	Kohát ...	Do.	2,838	1,45,419	5	238	567·6	·16	
32	Hazára ...	Do.	2,973	3,67,218	19	884	156·4	·24	
	Total ...		1,03,748	17,596,752	1,920	1,03,166	54·03	·58	

General Comparative Statement of Statistics

1		2	3	4	5	6			7		
		Number of institutions.	Number of scholars on the rolls at close of the year.	Average number of scholars on the rolls monthly.	Average daily attendance.	Aggregate expenditure from all sources.			Expenditure from Provincial services.		
Government Institutions.						Rs.	A.	P.	Rs.	A.	P.
Colleges	1872-73	2	88	97	84	70,551	11	9	61,417	7	9
	1873-74	2	77	78	67	57,270	2	0	49,431	10	0
Schools of Higher class	1872-73	6	318	269	202	52,253	11	8	51,337	14	3
	1873-74	7	327	321	253	58,149	5	0	55,062	10	0
Schools of Middle class ...	1872-73	122	12,106	11,465	9,574	1,59,826	15	11	1,39,397	0	5
	1873-74	129	14,278	13,150	11,062	1,66,023	12	0	84,654	0	0
Schools of Lower class	1872-73	1,046	45,556	43,623	35,160	1,71,064	6	7	1,59,265	2	0
	1873-74	1,152	52,861	48,136	39,466	1,86,593	9	0	6,193	0	0
Female Schools	1872-73	91	2,303	2,423	2,053	10,315	13	3	8,315	0	1
	1873-74	101	2,599	2,413	2,020	10,104	11	0	135	7	0
Normal Schools	1872-73	3	201	203	167	29,585	7	3	29,585	7	3
	1873-74	3	240	228	194	27,396	1	0	17,946	8	0
Jail Schools	1872-73	27	4,441	4,447	4,011	6,080	8	10	...	...	...
	1873-74	27	4,528	4,302	3,625	5,833	2	0	5,627	2	0
TOTAL ...	1872-73	1,297	65,013	62,527	51,251	4,99,678	11	3	4,49,317	15	9
	1873-74	1,421	74,910	68,628	56,687	5,11,370	10	0	2,19,050	5	0
Aided Institutions.											
Schools of Higher class	1872-73	10	2,286	2,196	1,733	75,029	3	9	31,833	4	0
	1873-74	9	2,098	2,036	1,665	74,461	0	0	31,293	7	0
Schools of Middle class	1872-73	48	5,227	5,222	4,255	1,06,596	13	2	52,669	5	7
	1873-74	51	6,384	6,028	4,931	1,20,116	14	0	52,090	13	0
Schools of Lower class	1872-73	188	11,247	11,412	9,067	64,953	3	0	31,238	0	5
	1873-74	201	12,699	12,218	9,897	70,983	2	0	27,336	11	0
Female Schools	1872-73	234	6,353	7,257	5,574	72,883	1	4	32,804	2	5
	1873-74	232	6,827	6,663	5,256	78,713	0	0	28,619	9	0
Normal Schools	1872-73	6	250	236	196	26,802	11	6	16,661	9	9
	1873-74	6	248	252	207	28,004	2	0	16,349	5	0
Endowment, Building and Library grants to Schools and Grant to Panjab University College ...	1872-73	...	...	...	...	...			55,605	0	0
	1873-74	...	...	...	...	50,686	9	0	32,716	0	0
TOTAL ...	1872-73	488	25,363	26,323	20,825	3,46,265	0	9	2,20,751	6	2
	1873-74	499	28,256	27,197	21,956	4,22,964	11	0	1,88,605	13	0
General Establishments	1872-73	...	...	...	...	1,99,501	3	10	1,98,202	0	0
	1873-74	...	...	...	...	2,07,279	12	0	2,04,503	12	0
Buildings	1872-73	...	...	...	...	14,106	3	8	11,050	6	4
	1873-74	...	Information	not received	yet from	Public Works	Dep		artment.		
TOTAL ...	1872-73	...	...	...	...	2,13,607	7	6	2,09,252	6	4
	1873-74	...	...	...	...	2,07,279	12	0	2,04,503	12	0
Grand Total ...	1872-73	1,783	90,376	88,850	72,076	10,59,551	3	6	8,79,321	12	3
	1873-74	1,920	1,03,166	95,825	78,643	11,41,615	1	0	6,12,159	11	0

* Expenditure from private sources on the Panjab University College Rs. 24,917-6-0, minus 6,946-13-0 expended on scholarships

for the years 1872-73 *and* 1873-74.

8			9			10			11			12			
									Annual cost of educating each pupil.						
Expenditure from General Local Fund.			Expenditure from District Funds.			Expenditure from other sources.			Total cost.			Cost to Government.			REMARKS.
Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
...	...	...	...	...	...	9,134	4	0	727	5	5	633	2	9	
...	...	...	...	...	...	7,838	8	0	854	12	5	737	12	7	
...	...	...	...	...	...	915	13	5	194	4	0	190	13	7	
...	...	...	729	13	0	2,356	14	0	229	13	5	217	10	3	
...	...	...	...	...	...	20,129	15	6	13	15	1	12	2	6	
25,002	11	0	36,881	8	0	19,485	9	0	15	0	2	7	10	5	
...	...	...	...	...	...	11,799	4	7	3	14	8	3	10	5	
7,536	11	0	1,61,814	5	0	11,049	9	0	4	11	8	...	2	6	
...	...	...	...	...	...	2,000	13	2	4	4	1	3	6	11	
3,738	2	0	4,031	12	0	2,199	6	0	5	0	0	...	1	1	
...	...	...	...	...	...	...	...	...	145	11	10	145	11	10	
...	...	...	9,449	9	0	...	...	...	141	3	6	92	8	1	
...	...	...	...	...	...	6,080	8	10	1	5	11	...	...	...	
...	...	...	...	...	...	206	0	0	1	9	9	1	8	10	
...	...	...	...	...	...	50,360	11	6	...	...	...	...	...	...	
36,277	8	0	2,12,906	15	0	43,135	14	0							
...	...	...	...	...	...	43,195	15	9	34	2	8	14	7	11	
...	...	...	...	...	...	43,167	9	0	41	11	6	18	12	9	
...	...	...	...	...	...	53,927	7	7	20	6	7	10	1	5	
282	0	0	4,912	5	0	62,831	12	0	24	5	9	10	9	...	
...	...	...	...	...	...	33,717	2	7	5	11	1	2	11	10	
...	...	...	5,243	11	0	38,102	12	0	7	2	9	2	12	2	
..	..	...	...	...	...	40,078	14	11	10	0	8	4	8	1	
..	...	..	4,401	6	0	45,492	1	0	14	15	7	5	7	9	
..	..	...	...	...	...	10,201	1	9	113	9	2	70	5	6	
...	...	...	1,168	1	0	10,486	12	0	135	4	7	78	15	9	
...	...	...		...	...	*17 970	9	0	...	...	...	...	...	...	Half cost of Normal schools and half salary of Assistant Inspector and Inspectress Lahore circle will be debited by the Accountant-General to General Local Fund, (*vide* his No. 1628 M, dated 1st October 1873), from which no assignment for this purpose however was made in the Budget, the whole expenditure being provided from Provincial services.
...	...	...	...	...	...	1,81,118	10	7	...	...	...	...	...	...	
282	0	0	16,725	7	0	2,18,351	7	0	...	...	...	...	...	...	
...	...	...	..	...	...	1,299	3	10	...	...	...	...	...	...	
...	...	...	1,162	2	0	1,673	14	0	...	...	...	...	...	...	
...	...	...	...	...	..	3,055	13	4	...	...	...	...	...	...	
...	...	...	..	...	...	4,355	1	2		...	...				
	...	..	1,162	2	0	1,673	14	0							
...	...	.	...	...	...	2,35,834	7	3							
36,559	8	0	2,29,734	8	0	2,63,161	3	0							

in Government Colleges, which is included in the expenditure of those institutions.

Statement of the Government Colleges

1	2	3	4	5	6	7	8	9	10	11	12	13
District.	Name of institution.	When established.	*Number of pupils on rolls at the close of the year.*				Average number of pupils on the rolls monthly	Average daily attendance	Average age.	*Teachers.*		Monthly rate of schooling fee.
			Hindus.	Muhammadans.	Others.	Total.				Christians.	Others.	
1 Dehlí ...	Government College,	1st May 1864	32	4	1	37	34	30	20	2	3	5 to 2 Rs
2 Lahore ...	Ditto College,	1st Jany. 1864	30	8	2	40	44	37	20	2	3	2 Rupees
	Total ..		62	12	3	77	78	67	20	4	6	..

Total expenditure ... ...

Deduct.—Expenditure on Scholarships from Provincial Services ... .

Do. do. from Panjáb University College Fund ... ...

Do. do. Gubbins scholarship ... ...

Do. do. Dalip Singh's do. ... ...

Amount shown in Imperial Return No 3, *exclusive*

in the Panjab for the year 1873-74.

14	15	16	17	18	19	20	21	22	23	24	25	26
Expenditure.					Amount collected in fees.	*Number of pupils instructed in*						
From Provincial services.	From General Local Fund.	From District Fund.	Other Sources.	TOTAL.		English.	Urdú.	Hindí (Nagrí).	Hindí (Lande Mahájní &c.)	Arabic.	Persian.	Sanskrit.
26,749 4 ...	... ...	... ...	3,414	30,163 4 ...	710	37	...	...	...	5	18	13
22,682 6 ...	... ...	... ...	4,424 8 ...	27,106 14 ...	870	40	...	...	...	10	28	11
49,431 10 ...	... ...	... ...	7,838 8 ...	A 57,270 2 ...	1,580	77	...	...	...	15	46	24

...	...	...	...	...	57,270-2-0
...	...	...	2,516-10-0		
...	...	...	6,916-14-0		
...	...	...	420-0-0		
...	...	...	471-11-0		
					10,355-3-0
of expenditure on Scholarships				...	46,914-15-0

Statement of Government Schools

1	2	3	4	5	6	7	8	9	10	11	12
			No. of pupils on rolls at close of the year.							*Teachers.*	
District.	Name of Institution,	When established.	Hindûs.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.
	Ambála Circle.										
1 Dehlí ...	Upper Zil' School	1st May 1859 ...	80	11	2	93	97	72	17	3	3
	Lahore Circle.										
1 Lahore ...	Upper Zil' School	1st April 1860,	61	11	11	83	65	50	18	1	6
2 Do.	Anglo-Oriental School ...	June 1870,	...	...	...	...	31	21	...	...	...
3 Amritsar ...	Upper Zil' School	19th May 1851,	47	11	6	64	67	58	19	3	3
4 Hushiárpur ...	Ditto	January 1872,	32	4	1	37	27	23	17	1	3
	Total ...		140	26	18	184	190	152	13	5	12
	Ráwalpindí Circle.										
1 Gujrát	Upper Zil' School	October 1872,	27	6	7	40	24	20	16	1	3
	Multán Circle.										
1 D. G. Khán ...	Upper Zil' School	1st April 1873,	9	1	...	10	10	9	15	...	2
	Grand Total ...		256	44	27	327	321	253	8	9	20

Expended on scholarships, ...

Expenditure shewn in table No. B 3, exclusive of scholarships, ...

of the Higher Class for the year 1873-74.

13	14	15	16	17	18	19	20	21	22	23	24	25	26
	Expenditure.						*No. of pupils instructed in*						
Monthly rate of schooling fee.	From Provincial Services.	From General Local Fund.	From District Fund.	Other sources.	Total.	Amount collected in fees.	English.	Urdu	Hindi (Nagri).	Hindi (Jande Mahájani &c.)	Arabic.	Persian.	Sanskrit.
12 annas to 5 Rs.	14,745 1 ...	... ...	214 0 0	654 11 0	15,613 12 0	690 8 0	93	7	...	...	46	...	40
12 annas to 5 Rs.	13,760 2 0	... ...	180 0 0	72 0 0	14,012 2 0	616 4 0	83	5	...	...	32	10	31
Do.	3,810 0 0	... ...	... ...	... ...	3,810 0 0	238 0 0	Amalgamated with the zil' school from 1st February 1874.						
8 annas to 1 Re.	10,542 4 0	... ...	131 6 0	1,359 15 0	12,033 9 0	379 4 0	61	...	...	...	16	31	17
3 to 8 annas.	3,829 4 0	... ...	204 7 0	129 8 0	4,163 3 0	124 11 0	37	...	...	...	...	30	7
...	31,941 10 0	... ...	515 13 0	1,561 7 0	34,018 14 0	1,388 3 0	184	5	...	...	48	71	55
8 to 12 annas.	5,840 6 0	... ...	... ...	140 12 0	5,981 2 0	171 12 0	40	...	...	...	2	8	30
4 to 8 annas.	2,535 9 0	... ...	... ...	... ...	2,535 9 0	42 9 0	10	...	...	...	10	...	...
...	55,062 10 0	... ...	729 13 0	2,356 14 0	58,149 5 0	2,293 0 0	327	12	...	...	104	79	125
... ...	10,128 0 0		729 13 0	162 0 0	11,019 13 0								
... ...	44,935 0 0			2,194 0 0	47,129 8 0								

Statement of Government Schools of the

1	District.	2 Name of Institution.	3 When established.	4 Hindús.	5 Muhammadans.	6 Others.	7 Total.	8 Average No. of pupils on the rolls monthly.	9 Average daily attendance.	10 Average age.	11 Teachers: Christians.	12 Teachers: Others.
				No. of pupils on rolls at close of the year.								
		Ambála Circle.										
1	Dehli ...	Zil' School, Middle Department ...	1st May 1858 ...	180	23	...	203	182	152	13	...	8
2		Anglo-Arabic School ...	1st Feby. 1872	6	92	...	98	75	62	13	...	6
3	Karnál ...	Zil' School ...	23rd Octr. 1856	63	35	...	98	73	61	13	..	5
4	Gurgáon ...	Zil' School at Rewári ...	1st June 1857	129	32	1	162	129	104	14	...	6
5	Ambálah ...	Zil' School at Jagadhri ...	1st June 1858	72	14	4	90	65	55	16	...	5
6		Zil' School at Rúpar ...	1st July 1867	51	22	10	83	59	50	15	...	4
7	Simla ...	Zil' School ...	1st March 1848	20	13	...	33	35	27	16	1	3
8	Hissár ...	Zil' School at Bhiwání ...	24th Octr. 1857	44	6	...	50	41	32	15	...	4
9	Rohtak ...	Zil' School ...	6th Decr. 1856	58	19	1	78	60	55	15	1	4
		Total ...	...	623	256	16	895	719	598	14	2	45
1	Dehli ...	Arab Sarái Vernacular School ...	4th March 1848	42	22	...	64	50	34	13	...	3
2		Najafgarh ditto ...	1st Decr. 1857	99	28	...	127	130	95	10	...	3
3		Sonepat ditto ...	January 1872	49	26	1	76	71	60	12	...	3
4		Balabgarh ditto ...	28th Septr. 1859	98	15	1	114	104	78	11	...	3
5		Faridábád ditto ...	Ditto ...	82	25	...	107	76	56	11	...	3
6		Haveli Pálam ditto ...	1st April 1873...	95	...	...	95	82	69	11	...	3
7		Maihraulí ditto ...	Ditto ...	40	24	...	64	62	47	11	...	3
		Total ...	...	505	140	2	647	575	439	11	...	21
8	Karnál ...	Pánipat Vernacular School ...	6th June 1856...	65	13	...	78	93	81	13	...	6
9		Kythal ditto ...	Ditto ...	102	10	1	113	128	105	12	...	6
		Total ..	...	167	23	1	191	221	186	12	...	12
10	Gurgáon ...	Hasanpur Vernacular School ...	January 1872 ...	84	45	2	131	107	80	10	...	4
11		Punahána ditto ...	Ditto ...	87	18	...	105	94	81	12	...	4
		Total ...	...	171	63	2	236	201	161	11	...	8
12	Hissár ...	Hissár Vernacular School ...	...	89	15	...	104	82	71	8	...	4
13		Hánsi ditto ...	1st April 1872...	54	20	...	74	68	56	10	...	4
		Total ...	...	143	35	...	178	150	127	9	...	8
14	Rohtak ...	Gohána Vernacular School ...	25th Jany. 1860	69	41	2	115	119	97	13	...	3
15		Bahádurgarh ditto ...	Ditto ...	113	52	...	165	169	95	11	...	3
16		Mahm ditto ...	21st July 1857	133	47	...	180	138	113	11	...	5
17		Badlí ditto ...	January 1872 ...	97	5	...	102	98	70	11	...	3
		Total ...	...	412	148	2	562	524	377	11	...	14
18	Karná ...	Sirsa Vernacular School ...	1st Septr. 1859.	121	37	...	158	142	107	10	...	7
19		Fázilká ditto ...	April 1872 ...	25	89	...	114	102	79	9	...	4
		Total ...	...	146	126	...	272	244	186	9	...	11
20	Ambála ...	Sháhábád Vernacular School ...	3rd Decr. 1856	97	58	13	168	173	142	10	...	4
21		Thánesar ditto ...	Ditto ...	92	28	4	124	110	85	12	...	3
22		Ládwá ditto ...	April 1872 ...	115	23	2	140	120	101	10	...	4
23		Búriya ditto ...	3rd Decr. 1856	85	22	5	112	110	101	13	...	4
24		Biláspúr ditto ...	April 1872	40	20	5	61	59	48	11	...	2
25		Sádhaura ditto ...	26th June 1856	83	75	4	162	154	129	11	...	4
26		Mauimájra ditto ...	Ditto	60	16	6	82	80	77	14	...	3
27		Bharoli ditto ...	Ditto	4	62	...	66	54	47	9	...	2
28		Murandá ditto ...	Ditto	25	32	7	64	58	42	11	...	2
29		Babyál ditto ...	Ditto	33	24	9	66	64	55	11	...	3
30		Narayan Garh ditto ...	1st August 1873	67	54	3	122	120	110	12	...	3
31		Siyálá ditto ...	Ditto	85	26	4	115	110	96	11	...	3
32		Kharrar ditto ...	Ditto	92	41	20	153	149	126	12	...	5
		Total ...	...	878	481	76	1,435	1,361	1,159	12	...	42
33	Ludiáná ...	Gujarwál Vernacular School ...	22nd June 1856	24	9	45	78	70	60	12	...	2
34		Ráipur ditto ...	Ditto	28	9	36	73	73	67	13	...	2
35		Malnud ditto ...	April 1872	17	9	12	38	38	34	12	...	2
36		Sudí ditto ...	Ditto	17	5	29	51	41	37	11	...	2
37		Machhiwárá ditto ...	22nd June 1856	72	32	5	109	96	80	15	...	2
38		Dharar ditto ...	Ditto	57	9	19	85	69	61	12	...	2
39		Bir Khurd ditto ...	February 1873	20	4	13	37	43	36	12	...	2
		Total ...	...	235	77	159	471	430	375	12	...	14
		Total of Vernacular Schools ...	...	2,657	1,093	242	3,992	3,706	3,010	11	...	130
		Grand Total of Ambala Circle ...	...	3,280	1,319	258	4,887	4,425	3,608	12	2	175

Middle Class for the year 1873-74.

13	14	15	16	17	18	19	20	21	22	23	24	25	26
	Expenditure.						*Number of pupils instructed in*						
Monthly rate of schooling fee.	From Provincial Services.	From General Local Fund.	From District funds.	Other sources.	Total.	Amount collected in fees.	English.	Urdu.	Hindi (Nagri).	Hindi (Lande, Mahajani, &c).	Arabic.	Persian.	Sanskrit.
6 as. to 5 Rs.	5,572 4 0	... ...	280 12 0	52 3 0	5,905 3 0	902 0 0	203	203	...	...	...	203	...
1 to 8 as.	... ...	... ...	... ...	4,832 10 0	4,832 10 0	186 5 0	98	98	...	...	98	98	...
2 as. to 1 Re.	2,722 4 0	... ...	534 13 0	13 6 0	3,270 7 0	204 5 0	98	98	...	...	...	98	...
2 as. to 2 Rs.	3,618 10 0	... ...	... ...	82 0 0	3,700 10 0	473 7 0	162	162	...	...	...	162	...
3 as. to 1 Re.	3,339 9 0	... ...	275 3 0	... ...	3,614 12 0	249 1 0	90	90	...	...	...	90	...
2 as. to 2 Rs.	2,420 15 0	... ...	216 0 0	... ...	2,636 15 0	157 0 0	83	83	...	...	...	83	...
1 ana to 1 Re.	4,282 0 0	... ...	... ...	... ...	4,282 0 0	105 9 0	33	33	...	...	...	33	...
Ditto.	2,126 6 0	... ...	369 8 0	... ...	2,495 14 0	143 3 0	50	50	...	...	...	50	...
2 as. to 1½ Rs.	3,970 9 0	... ...	371 8 0	74 8 0	4,416 9 0	193 15 0	78	78	...	...	...	78	...
...	28,052 9 0	... ...	2,047 12 0	5,051 11 0	35,155 0 0	2,614 13 0	895	895	...	...	98	895	...
1 to 2 anas.	10 8 0	... ...	475 11 0	5 1 0	491 4 0	24 7 0	...	52	12	...	...	28	...
Ditto.	0 6 0	602 6 0	5 0 0	81 8 0	689 4 0	52 14 0	...	25	72	18	...	30	2
Ditto.	249 0 0	480 15 0	... ...	246 8 0	976 7 0	35 9 0	22	76	...	...	...	45	...
Ditto.	10 8 0	528 0 0	4 0 0	65 11 0	608 3 0	40 6 0	...	77	41	...	...	38	...
Ditto.	10 4 0	426 8 0	6 1 0	81 1 0	524 1 0	32 10 0	...	76	37	...	...	33	...
Ditto.	... ...	... ...	434 8 0	69 1 0	503 9 0	11 0 0	3	68	40	...	...	28	...
Ditto.	0 4 0	... ...	473 11 0	1 4 0	478 3 0	9 15 0	...	47	10	12	...	19	...
...	280 14 0	2,037 15 0	1,398 15 0	553 5 0	4,270 15 0	206 13 0	25	421	212	30	...	221	2
1 to 3 as.	202 5 0	973 8 0	163 13 0	299 6 0	1,639 0 0	31 5 0	31	60	21	...	...	40	...
1 to 8 as.	193 13 0	1,113 14 0	119 0 0	241 8 0	1,668 3 0	95 6 0	27	74	41	19	...	36	...
...	396 2 0	2,087 6 0	282 13 0	540 14 0	3,307 3 0	126 11 0	58	134	62	19	...	76	...
1 to 2 as.	38 0 0	... ...	925 11 0	29 8 0	993 3 0	29 7 0	...	73	58	...	...	33	...
Ditto.	9 3 0	... ...	882 6 0	82 11 0	974 4 0	36 10 0	...	50	55	...	...	36	...
...	47 3 0	... ...	1,808 1 0	112 3 0	1,967 7 0	66 1 0	...	123	113	...	...	69	...
Ditto.	247 2 0	711 4 0	17 13 0	240 0 0	1,216 3 0	23 6 0	15	56	31	19	...	43	...
Ditto.	313 10 0	522 13 0	2 13 0	300 0 0	1,139 4 0	40 14 0	20	9	23	...	...	32	...
...	560 12 0	1,234 1 0	20 10 0	540 0 0	2,355 7 0	64 4 0	35	65	51	19	...	75	...
Ditto.	12 7 0	839 15 0	... ...	59 4 0	911 10 0	46 12 0	...	110	10	...	...	78	...
Ditto.	18 10 0	777 10 0	... ...	26 0 0	822 4 0	18 7 0	...	89	76	...	...	46	...
Ditto.	11 7 0	... ...	816 13 0	21 0 0	849 4 0	21 13 0	...	109	71	...	...	66	...
Ditto.	11 6 0	... ...	699 1 0	7 15 0	718 6 0	7 15 0	...	49	53	...	...	32	...
	53 14 0	1,617 9 0	1,515 14 0	114 3 0	3,301 8 0	94 15 0	...	357	210	...	...	222	...
1 to 4 as.	614 0 0	496 9 0	... ...	1,004 12 0	2,115 5 0	16 0 0	33	111	55	...	...	63	...
Ditto.	9 12 0	252 0 0	... ...	586 6 0	848 2 0	29 8 0	18	74	14	46	...	30	...
...	623 12 0	748 9 0	... ...	1,591 2 0	2,963 7 0	45 8 0	51	185	69	46	...	93	...
1 ana.	63 0 0	666 1 0	79 8 0	93 6 0	892 15 0	24 0 0	...	168	...	50	...	87	...
Ditto.	13 0 0	488 9 0	3 11 0	111 1 0	616 5 0	14 6 0	...	124	44	...	...	37	...
Ditto.	1 0 0	... ...	527 11 0	96 4 0	624 15 0	7 4 0	...	140	...	46	...	47	...
Ditto.	1 0 0	415 12 0	72 5 0	111 5 0	600 6 0	8 15 0	...	77	...	35	...	19	...
Ditto.	36 0 0	... ...	414 1 0	12 10 0	462 11 0	6 15 0	...	61	...	...	...	35	...
Ditto.	11 11 0	548 15 0	5 6 0	144 0 0	700 0 0	29 6 0	...	101	28	33	...	70	...
Ditto.	1 0 0	... ...	581 4 0	12 1 0	597 5 0	14 8 0	...	82	...	...	...	42	...
Ditto	1 0 0	... ...	334 10 0	3 1 0	338 11 0	3 2 0	...	66	...	...	...	29	...
Ditto	1 0 0	... ...	325 9 0	7 14 0	334 7 0	4 6 0	...	64	...	...	...	28	...
Ditto	1 0 0	... ...	493 3 0	5 8 0	499 6 0	8 10 0	...	66	...	...	...	40	...
Ditto	1 0 0	... ...	269 7 0	4 8 0	274 15 0	2 3 0	...	96	...	32	...	37	...
Ditto	1 0 0	... ...	299 8 0	10 15 0	311 7 0	6 0 0	...	115	...	...	...	47	...
Ditto	1 0 0	... ...	481 2 0	59 9 0	541 11 0	10 8 0	...	120	...	33	...	61	...
...	122 11 0	2,119 5 0	3,881 5 0	671 13 0	6,795 2 0	140 3 0	...	1,280	72	229	...	579	...
1 ana	1 1 0	... ...	512 6 0	26 10 0	540 1 0	27 4 0	...	78	...	...	...	40	...
Ditto	1 1 0	... ...	510 2 0	12 0 0	523 3 0	15 9 0	...	73	...	...	...	39	...
Ditto	11 0 0	... ...	254 2 0	137 3 0	402 5 0	22 4 0	...	38	...	...	...	19	...
1 to 2 anas	11 2 0	... ...	436 2 0	48 4 0	495 8 0	7 0 0	...	51	...	...	...	17	...
Ditto	6 1 0	240 0 0	67 5 0	267 2 0	577 8 0	67 7 0	...	109	...	...	...	46	...
Ditto	14 4 0	... ...	500 2 0	22 6 0	536 12 0	31 15 0	...	85	...	...	...	46	...
1 ana	1 1 0	... ...	196 2 0	160 7 0	357 10 0	22 0 0	...	37	...	...	...	15	...
...	42 10 0	240 0 0	2,476 5 0	674 0 0	3,432 15 0	193 7 0	...	471	...	...	...	222	...
...	2,127 14 0	10,084 11 0	11,383 15 0	4,797 8 0	28,394 0 0	937 14 0	169	3,036	792	343	...	1,557	2
...	30,180 7 0	10,084 11 0	13,431 11 0	9,852 3 0	63,549 0 0	3,552 11 0	1,064	3,931	792	343	98	2,452	2

Statement of Government Schools of the

1	District.	2 Name of Institution.	3 When established.	4 Hindús.	5 Muhammadans.	6 Others.	7 Total.	8 Average No. of pupils on the rolls monthly.	9 Average daily attendance.	10 Average age.	11 Teachers. Christians.	12 Teachers. Others.
				No. of pupils on rolls at close of the year.								
		Lahore Circle.										
1	Lahore ...	Zil' School Middle Department	15th April 1860	81	54	1	136	96	73	15	...	11
2	Gujránwálá ...	Zil' School	11th May 1860	40	40	16	96	69	58	11	1	4
3	Amritsar ...	Zil' School Middle Department	19th May 1851	160	93	41	294	293	234	14	1	10
4	Gurdáspur ...	Zil' School	1st April 1872	64	39	19	122	102	96	18	..	8
5		Zil' School at Batalá	1st April 1857	55	36	14	105	82	88	15	1	4
6	Jalandhar ...	Zil' School at Ráhun	22nd June 1860	84	29	6	119	88	78	14	...	5
7	Hushiárpur ...	Zil' School Middle Department	27th June 1848	131	34	11	179	155	115	13	1	5
8	Kángrá ...	Zil' School at Nurpur	1st Novr. 1864	53	24	...	77	61	52	18	..	4
		Total of Zil Schools ...	...	671	349	108	1,128	946	794	15	4	51
1	Lahore ...	Kasúr Vernacular School	15th April 1856	117	39	2	158	171	120	12	...	3
2		Patti ditto	1st Novr. 1862	36	67	6	109	107	98	12	...	3
3		Sharkpur ditto	17th May 1856	28	64	5	97	90	75	11	..	3
4		Chunián ditto	25th May 1856	76	12	17	105	107	82	9	...	3
5		Baghbanpur ditto	1st August 1873	7	83	8	98	85	77	13	...	3
6		Khem Kaun ditto	1st Janv. 1874	57	19	18	94	94	73	11	...	3
		Total ...	...	321	284	56	661	654	525	11	..	18
7	Firozpur ...	Kot Isá Khán Vernacular School ...	May 1872 ...	47	17	...	64	64	59	9	...	2
8		Dharm Kot ditto	1st June 1856	89	42	5	136	128	114	9	...	4
9		Zira ditto	Ditto	64	21	2	87	81	73	11	...	3
10		Mogah ditto ...	22nd June 1856	43	11	28	82	81	75	12	...	3
		Total ...	...	243	91	35	369	354	321	10	...	12
11	Gujránwálá ...	Hafizábád Vernacular School	14th June 1856	127	9	9	145	144	124	11	...	4
12	Amritsar ...	Wairowál Vernacular School	11th March 1858	42	33	31	106	97	80	12	...	2
13		Butálá ditto	...	33	17	50	100	93	88	10	...	3
14		Fattiabád ditto	May 1872	33	35	31	99	94	86	12	..	3
15		Jalalabád ditto	Ditto	42	28	...	70	73	61	11	...	2
16		Rámdas ditto	Ditto	81	27	4	112	101	86	11	...	2
17		Tarn Táran ditto	1st May 1873 ...	33	9	42	84	63	52	10	...	3
18		Majithá ditto	1st March 1858	...	...	...	...	147	118	..	...	...
		Total ...	...	264	149	158	571	668	571	11	...	15
19	Sialkot ...	Zaffarwál Vernacular School	6th August 1854	56	59	1	116	137	119	11	...	4
20		Daská ditto	1st June 1856 ...	44	50	18	112	123	114	10	..	3
21		Pasrúr ditto	20th July 1856	38	48	4	90	100	95	10	...	4
22		Jámke ditto	January 1872	75	14	25	114	118	112	10	...	5
23		Gotá ditto	6th August 1854	49	28	8	85	82	73	13	...	3
24		Qila Sobhá Sing ditto	May 1872	60	25	...	85	82	73	12	...	3
25		Sankhatrá ditto	Ditto	46	40	...	86	88	79	11	...	3
		Total ...	...	368	264	56	688	730	665	11	...	25
26	Gurdáspúr ...	Dinánagar Vernacular School ...	8th May 1856 ...	171	123	4	298	270	219	12	...	7
27		Kalanaur ditto ...	1st June 1857 ...	37	95	2	134	105	99	10	...	5
28		Derah Nának ditto ...	7th ditto ...	77	10	8	95	88	75	15	...	4
29		Kanjúr ditto ...	8th May 1856 ...	87	19	6	112	104	87	13	...	4
		Total ...	...	372	247	20	639	567	480	12	...	20
30	Jálandhar ...	Kartárpúr Vernacular School ...	...	109	12	12	133	133	113	13	...	5
31		Nawáshahr ditto ...	11th Octr. 1856	103	16	...	119	118	106	11	...	4
32		Bungá ditto ...	1st Novr. 1863 ...	76	26	27	129	130	110	11	...	4
33		Nakodar ditto ...	7th Novr. 1856	149	20	5	174	100	91	10	...	5
34		Phillour ditto ...	10th May 1856	30	43	9	82	83	79	11	...	4
		Total ...	...	467	117	53	637	564	499	11	...	22
35	Hushiárpúr ...	Hariánah Vernacular School ...	15th April 1853	80	20	2	102	97	86	12	...	3
36		Dasúah ditto ...	1st May 1852 .	59	49	8	116	111	90	13	..	3
37		Garshankar ditto ...	1st Decr. 1853	45	97	4	146	115	134	11	...	3
38		Unah ditto ...	2nd July 1852	66	10	6	82	80	75	11	..	3
39		Urmúrán ditto ...	26th Septr. 1857	71	44	...	115	108	100	9	...	3
40		Tándah ditto ...	2nd July 1852	58	50	3	111	113	100	10	...	3
		Total ...	...	379	270	23	672	654	585	11	...	18
41	Kángra ...	Pálampúr Vernacular School ...	1st January 1872	94	4	...	98	98	71	13	...	5
42		Sujánpúr ditto ...	15th April 1856	158	14	...	172	156	120	13	...	3
43		Jawálá Mukhi ditto ...	11th April 1856	114	5	...	119	85	61	12	...	3
44		Indaurá ditto ...	1st January 1872	84	15	1	100	100	78	9	..	2
		Total ...	...	450	38	1	489	439	330	12	...	13
		Total of Vernacular Schools ...	...	2,921	1,469	411	4,871	4,774	4,100	11	..	117
		Grand Total of Lahore Circle ...	...	3,662	1,818	519	5,999	5,720	4,894	13	1	198

Middle Class for the year 1873-74.—(Continued.)

13	14	15	16	17	18	19	20	21	22	23	24	25	26
	Expenditure.						*No of pupils instructed in*						
Monthly rate of schooling fee.	From Provincial Services.	From General Local Fund.	From District Funds.	Other sources.	Total.	Amount collected in fees.	English.	Urdu.	Hindi (Nagri).	Hindi (Lande, Mahajani, &c).	Arabic.	Persian.	Sanskrit.
6 as. to 2½ Rs.	4,701 3 0	... ...	680 1 0	56 0 0	5,440 4 0	626 6 0	136	136	...	...	61	131	75
3 to 13 as.	4,074 13 0	... ...	271 10 0	110 6 0	4,456 13 0	230 11 0	96	96	...	...	...	96	...
2 as. to 1 Re.	5,875 8 0	.. ..	1,455 13 0	42 0 0	7,373 5 0	1,515 7 0	294	294	...	...	...	294	...
2 to 8 as.	3,793 2 0	... ...	153 10 0	22 9 0	3,969 5 3	284 8 0	122	122	...	...	41	122	81
2 as. to 2 Rs.	3,371 7 0	... ...	219 0 0	4 0 0	3,594 7 0	162 2 0	105	105	...	...	...	105	...
2 to 6 as.	3,215 14 0	... ...	580 2 0	4 0 0	3,800 0 0	223 11 0	119	119	...	...	...	119	...
1 ana to 1 Re.	2,470 2 0	... ...	480 0 0	107 1 0	3,057 3 0	393 5 0	179	179	...	...	12	179	71
2 to 6 as.	2,120 8 0	... ...	89 0 0	... ...	2,209 8 0	133 13 0	77	77	...	...	...	77	...
...	29,625 9 0	... ...	3,929 4 0	346 0 0	33,900 13 0	3,569 15 0	1,128	1,128	...	...	114	1,128	227
1 to 2 as.	102 0 0	394 0 0	61 0 0	312 12 0	869 12 0	21 1 0	...	75	23	36	...	18	24
1 ana	... ...	... ...	450 1 0	80 0 0	530 1 0	12 7 0	...	109	...	...	...	82	...
1 to 2 as.	... ...	... ...	529 1 0	... ...	529 1 0	10 8 0	...	97	...	...	...	29	...
Ditto	27 0 0	444 0 0	50 0 0	84 0 0	605 0 0	... 12 0	...	105	...	...		65	...
1 ana	... ...	... ...	471 11 0	... ...	471 11 0	1 10 0	...	98	...	...	...	45	...
1 ana	... ...	42 0 0	13 4 0	35 0 0	90 4 0	... ...	.	94	...	...	...	27	...
...	129 0 0	880 0 0	1,575 1 0	511 12 0	3,095 13 0	46 6 0	...	578	23	36	...	216	24
1 ana	... ...	... ...	405 8 0	... ...	405 8 0	7 8 0	...	46	...	...	...	42	...
Ditto	175 3 0	442 8 0	... ...	120 0 0	737 11 0	17 14 0	...	90	...	47	...	52	...
Ditto	253 0 0	342 12 0	... ...	180 0 0	755 12 0	21 12 0	...	69	...	...	...	49	...
Ditto	... ...	... ...	513 10 0	120 0 0	633 10 0	7 7 0	...	66	...	...	...	54	...
...	408 3 0	785 4 0	919 2 0	420 0 0	2,532 9 0	54 9 0		271	...	47	...	197	...
1 to 2 annas.	29 7 0	... ...	429 0 0	316 12 0	766 3 0	42 15 0	...	145	...	...	...	83	...
1 ana	180 4 0	... ...	504 0 0	18 0 0	702 4 0	60 0 0	...	106	...	...	...	95	...
Ditto	... ...	... ...	508 0 0	... ...	508 0 0	34 0 0	...	100	...	...	...	57	...
Ditto	150 0 0	... ...	419 0 0	... ...	569 0 0	58 0 0	...	99	...	...	...	76	...
Ditto	175 0 0	... ...	396 0 0	.. ..	571 0 0	36 0 0	...	70	...	...	...	30	...
Ditto	... ...	396 0 0	... ...	... ...	396 0 0	51 0 0	...	112	...	...	...	30	...
Ditto	... ...	... ...	258 12 0	311 8 0	570 4 0	31 0 0	33	81	...	...	...	49	...
Ditto	... ...	310 13 0	... ...	... ...	310 13 0	39 0 0	...	...	...	...	...	...	...
...	505 4 0	706 13 0	2,085 12 0	329 8 0	3,627 5 0	309 0 0	33	571	...	...	...	337	...
Ditto	300 0 0	516 0 0	142 3 0	427 1 0	1,385 4 0	48 0 0	37	116	...	...	...	60	...
Ditto	20 0 0	476 0 0	636 0 0	61 2 0	1,193 2 0	25 0 0	51	112	...	...	...	65	...
Ditto	212 0 0	398 5 0	122 11 0	288 1 0	1,021 1 0	31 2 0	43	90	...	...	...	56	...
Ditto	27 0 0	365 12 0	121 8 0	413 8 0	957 12 0	35 8 0	41	114	...	...	...	59	...
Ditto	... ...	... ...	432 5 0	9 12 0	442 1 0	14 4 0	...	85	...	...	...	44	...
Ditto	... ...	396 6 0	363 1 0	165 8 0	925 10 0	30 10 0	...	85	...	...	...	55	...
Ditto	... ...	397 8 0	... ...	113 6 0	510 14 0	30 10 0	...	86	...	...	...	59	...
...	559 0 0	2,549 15 0	1,818 7 0	1,508 6 0	6,135 12 0	215 2 0	172	688	...	...	...	398	...
1 to 2 annas.	180 0 0	531 2 0	... ...	590 0 0	1,301 2 0	127 8 0	...	298	...	107	...	89	37
Ditto.	187 11 0	584 14 0	... ...	295 13 0	1,068 6 0	51 2 0	...	134	...	...	...	67	...
Ditto.	180 0 0	381 0 0	4 8 0	278 10 0	844 2 0	34 11 0	...	95	...	...	...	62	...
Ditto.	... ...	8 0 0	579 9 0	131 8 0	719 1 0	55 1 0	...	112	...	...	...	55	...
...	547 11 0	1,505 0 0	581 1 0	1,295 15 0	3,932 11 0	268 6 0	...	639	...	107	...	273	37
1 to 3 annas.	361 8 0	537 8 0	295 13 0	385 10 0	1,580 7 0	130 15 0	40	133	...	...	...	74	...
1 ana.	178 14 0	540 0 0	22 0 0	338 14 0	1,079 12 0	35 5 0	27	85	34	...	...	41	10
Ditto.	48 14 0	540 0 0	477 1 0	76 6 0	1,112 5 0	52 5 0	...	129	...	...	...	82	...
Ditto.	39 8 0	538 8 0	375 14 0	287 8 0	1,241 6 0	33 11 0	20	103	...	87	...	66	...
Ditto.	202 10 0	516 0 0	394 0 0	207 6 0	1,320 0 0	32 14 0	...	82	...	...	...	46	...
...	831 6 0	2,642 0 0	1,564 12 0	1,295 12 0	6,333 14 0	285 5 0	87	532	34	87	...	309	10
1 to 2 annas.	... ...	471 7 0	102 6 0	... ...	573 13 0	62 13 0	...	102	...	...	...	59	...
Ditto.	25 3 0	474 12 0	... ...	2 0 0	501 15 0	74 15 0	...	116	...	...	...	54	...
Ditto.	55 2 0	... ...	588 8 0	... ...	643 10 0	47 9 0	...	146	...	...	...	79	...
Ditto.	17 5 0	474 12 0	37 14 0	6 0 0	535 15 0	54 15 0	...	82	...	...	...	45	...
Ditto.	... ...	474 12 0	... ...	... ...	474 12 0	55 11 0	...	115	...	...	...	37	...
Ditto.	37 5 0	532 12 0	... ...	... ...	570 1 0	63 1 0	...	111	...	...	...	72	...
...	134 15 0	2,428 7 0	728 12 0	8 0 0	3,300 2 0	359 0 0	...	672	...	.....	...	346	...
Ditto.	28 0 0	... ...	1,036 12 0	593 12 0	1,658 8 0	29 7 0	37	58	9	...	...	5	21
Ditto.	59 0 0	172 4 0	118 3 0	132 0 0	781 7 0	4 8 0	...	101	51	30	...	37	9
Ditto.	87 0 0	516 4 0	39 8 0	81 7 0	724 3 0	3 3 0	...	44	59	...	...	18	...
Ditto.	49 6 0	... ...	453 11 0	... ...	502 11 0	10 4 0	...	100	100	...	...	23	...
...	223 0 0	988 8 0	1,648 2 0	807 3 0	3,666 13 0	47 6 0	37	203	219	30	...	83	30
...	3,367 14 0	12,485 15 0	11,344 1 0	6,193 4 0	33,691 2 0	1,628 1 0	329	4,399	276	307	...	2,242	101
...	32,993 7 0	12,485 15 0	15,273 5 0	6,839 4 0	67,591 15 0	5,198 0 0	1,457	5,527	276	307	114	3,365	328

Statement of Government Schools of the

1	2		3	4	5	6	7	8	9	10	11	12
				No. of pupils on rolls at close of the year.							Teachers.	
District.	Name of Institution.		When established.	Hindús.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.
	Rawalpindi Circle.											
1 Gujrát ...	Zil' School Middle Department	...	22nd June 1854.	102	87	26	215	178	156	13	...	6
2 Jhelam ...	Zil' School	...	16th Augt. 1870	44	43	14	101	81	70	14	1	4
3 Kohat ...	Zil' School	...	1st April 1868.	19	12	5	36	33	26	13	...	3
4 Abbotabad ...	Zil' School	...	...	16	14	...	30	24	19	14	...	2
5 Shahpur ...	Zil' School at Bherá	...	19th July 1854.	49	8	1	58	43	33	14	1	3
	Total of Zil' Schools	...	...	230	164	46	440	359	304	14	2	18
1 Ráwalpindi ...	Pindí Gheb Vernacular School	...	...	86	48	2	138	141	118	12	...	3
2	Kalar ditto	...	1st Augt. 1853.	37	53	22	112	125	89	14	...	3
	Total	...	...	125	101	24	250	269	207	13	...	6
3 Gujrat ...	Kunjah Vernacular School	...	15th July 1854,	49	49	9	107	89	79	15	...	3
4	Dingah ditto	...	22nd July 1856.	95	21	21	137	141	131	10	...	3
5	Jalálpúr ditto	...	1st April 1873.	119	44	3	166	156	142	10	...	3
	Total	...	...	263	114	33	410	386	352	12	...	9
6 Jhelam ...	Rohtás Vernacular School	...	18th Augt. 1851	31	74	...	105	103	88	12	...	3
7	Chakwál ditto	...	1st Feb. 1857.	47	45	23	115	111	100	12	...	3
	Total	...	...	78	119	23	220	214	188	12	...	6
8 Shahpúr ..	Sháhpúr Vernacular School	...	1st April 1873	41	44	16	101	84	77	13	...	4
9	Miání ditto	...	Ditto.	165	26	3	194	178	146	11	...	4
10	Sáhuwál ditto	...	Ditto.	82	21	5	106	108	93	11	..	4
11	Khusháb ditto	...	Ditto.	123	31	8	162	155	126	11	...	4
	Total	...	...	411	122	30	563	525	442	11	...	16
	Total of Vernacular Schools	...	...	877	456	110	1,443	1,394	1,189	12	...	37
	Grand Total of Ráwalpindi Circle	...	...	1,107	620	156	1,883	1,758	1,493	12	...	55
	Multán Circle.											
1 Multán ...	Zil' School		16th July 1860.	88	23	...	111	80	62	16	1	6
2 D. G. Khán ...	Zil' School Middle Department	...	4th Novr. 1856.	95	15	3	113	82	76	12	...	5
3 Jhang ...	Zil' School		1st Septr. 1856.	70	24	...	94	76	70	15	...	4
	Total of Zil Schools	...	...	253	62	3	318	238	208	14	1	15
1 ..	Bahádarpúr Vernacular School	...	...	13	67	...	80	73	62	12	...	2
2 ..	Jalálpúr ditto	...	1st April 1872	61	38	...	99	62	42	7	...	3
3 Multán ...	Keror ditto	...	Ditto.	96	22	...	118	86	68	10	...	4
4 ...	Serái Sidu ditto	...	Ditto.	95	48	2	145	135	119	12	...	4
5 ...	Tulumbá ditto	...	Ditto.	98	40	...	138	141	127	12	...	4
	Total	...	...	363	215	2	580	497	418	11	...	17
6 Montgomery	Montgomery Vernacular School	...	1st Jany. 1872	28	11	11	50	50	43	11	...	3
7	Sayadwála ditto	...	10th June 1856	66	17	17	100	71	59	9	...	3
8	Kot Kamalhá ditto	...	...	181	7	5	193	155	139	11	...	3
	Total	...	...	275	35	33	343	276	241	10	...	9
9 Muzaffargarh	Muzaffargarh Vernacular School	...	15th Octr. 1856	94	56	...	150	132	110	12	...	5
10	Kot Udú ditto	...	1st Septr. 1856	101	17	...	118	109	90	10	...	4
	Total	...	...	195	73	...	268	241	200	11	...	9
	Total of Vernacular Schools	...	...	833	323	35	1,191	1,014	859	11	...	35
	Grand Total of Multan Circle	...	...	1,086	385	48	1,509	1,252	1,067	12	1	50

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8	...	Ambalah Circle Zil' Schools ...	...	617	164	16	797	644	536	15	2	39
8	...	Lahore do. ditto ...	...	671	349	108	1,128	946	794	15	4	51
5	...	Rawalpindi do. ditto ...	...	230	164	46	440	359	304	14	2	18
3	...	Multan do. ditto ...	...	253	62	3	318	238	208	14	1	15
24	...	Total of Zil' Schools of 4 Circles ...	...	1,771	739	173	2,683	2,187	1,842	14	9	123
1	Dehli ...	Anglo-Arabic School, Ambála Circle ...	...	6	92	...	98	75	62	13	...	6
39	...	Ambála Circle Vernacular Schools	...	2,657	1,093	242	3,992	3,706	3,010	11	...	130
41	...	Lahore do. ditto	...	2,991	1,469	411	4,871	4,774	4,100	11	...	147
11	...	Ráwalpindi do. ditto	...	877	456	110	1,443	1,394	1,189	12	...	37
10	...	Multan do. ditto	...	835	323	35	1,191	1,014	859	11	...	35
104	...	Total of Vernacular Schools of 4 Circles		7,358	3,341	798	11,497	10,888	9,158	11	...	349
129	...	Grand Total ...	...	9,135	4,172	971	14,278	13,150	11,062	13	9	478

Middle class for the year 1873-74.—(Concluded).

13	14	15	16	17	18	19	20	21	22	23	24	25	26
	Expenditure.						*Number of pupils instructed in*						
Monthly rate of schooling fee.	From Provincial Services.	From General Local Fund.	From District Funds.	Other sources.	Total.	Amount collected in fees.	English.	Urdu.	Hindi (Nágri).	Hindi (Lande, Mahájani, &c.)	Arabic.	Persian.	Sanskrit.
4 A. to 1 Re.	2,762 6 0	...	192 0 0	31 6 0	3,035 12 0	481 12 0	215	215	...	...	...	215	...
1 A. to 2½ Rs.	4,185 5 0	...	153 15 0	74 4 0	4,413 8 0	235 7 0	101	101	...	...	...	101	...
1 A. to 1 Re.	1,347 13 0	...	...	168 7 0	1,516 4 0	46 15 0	86	86	...	...	...	36	...
1 A. to 4 anas.	845 12 0	...	...	...	845 12 0	26 7 0	30	30	...	...	...	30	...
1 A. to 6 anas.	2,465 2 0	...	12 0 0	10 0 0	2,487 2 0	56 3 0	58	58	...	...	...	58	...
...	11,606 6 0	...	357 15 0	334 1 0	12,298 6 0	796 12 0	440	440	...	...	...	440	...
...	...	...	555 1 0	...	555 1 0	12 2 0	...	138	...	...	...	65	...
...	11 4 0	...	457 11 0	...	468 15 0	6 15 0	...	112	...	...	...	37	...
...	11 4 0	...	1,012 12 0	...	1,024 0 0	19 1 0	...	250	...	...	...	102	...
...	19 9 0	...	382 15 0	22 0 0	424 8 0	43 8 0	...	84	...	...	...	74	...
...	48 9 0	...	406 6 0	38 8 0	493 7 0	77 10 0	...	113	...	...	...	94	...
...	26 3 0	368 8	43 0 0	126 0 0	563 11 0	77 3 0	...	111	...	32	...	101	...
...	94 5 0	368 8	832 5 0	186 8 0	1,481 10 0	198 5 0	...	308	...	32	...	272	...
3 pies to 1 An.	19 2 0	...	504 6 0	...	523 8 0	16 8 0	...	105	...	...	...	56	...
Ditto.	...	...	576 10 0	...	576 10 0	27 6 0	...	115	...	...	...	55	...
...	19 2 0	...	1,081 0 0	...	1,100 2 0	43 14 0	...	220	...	...	...	111	...
4 annas.	27 8 0	...	263 7 0	421 8 0	712 7 0	44 0 0	36	101	...	...	3	72	...
...	2 9 0	390 8 0	21 2 0	231 3 0	645 6 0	...	...	114	17	63	...	43	18
½ to 6 annas.	19 1 0	332 4 0	23 14 0	336 3 0	711 6 0	8 8 0	...	62	15	29	...	40	...
...	18 0 0	281 0 0	5 0 0	316 0 0	650 ...	...	...	90	23	48	...	40	1
...	67 2 0	1,003 12 0	313 7 0	1,334 14 0	2,719 3 0	52 8 0	36	367	55	140	3	195	19
...	191 13 0	1,372 4 0	3,239 8 0	1,521 6 0	6,324 15 0	313 12 0	36	1,145	55	172	3	680	19
...	11,798 3 0	1,372 4 0	3,597 7 0	1,855 7 0	18,623 5 0	1,110 8 0	176	1,585	55	172	3	1,120	19
1 A. to Rs. 2-8	3,792 4 0	...	201 1 0	...	3,993 5 0	182 6 0	111	111	...	...	29	111	94
1 A. to 1 Re.	2,388 5 0	...	...	...	2,388 5 0	188 4 0	113	113	...	...	...	113	...
2 A. to 1 Re.	3,013 12 0	...	237 0 0	12 0 0	3,262 12 0	90 10 0	91	89	...	...	...	89	5
...	9,194 5 0	...	438 1 0	12 0 0	9,644 6 0	461 4 0	318	313	...	...	29	313	99
1 ana.	32 12 0	...	417 5 0	...	450 1 0	6 12 0	...	80	...	...	...	55	...
Ditto	2 0 0	...	315 4 0	...	317 4 0	4 0 0	...	60	...	39	...	38	...
Ditto	15 0 0	407 9 0	27 12 0	...	450 5 0	5 7 0	...	95	...	23	...	51	...
Ditto	15 1 0	...	447 3 0	...	462 4 0	11 4 0	...	183	...	12	...	77	...
Ditto	27 10 0	...	514 13 0	...	542 7 0	3 12 0	...	118	...	20	...	58	...
...	92 7 0	407 9	1,722 5 0	...	2,222 5 0	31 3 0	...	486	...	94	...	279	...
1 to 2 anas.	363 1 0	254 12 0	60 0 0	518 8 0	1,196 8 0	21 1 0	25	50	...	...	...	40	...
Ditto.	...	...	428 14 0	24 15 0	453 13 0	2 6 0	...	69	...	31	...	29	...
Ditto.	20 6 0	397 8 0	100 0 0	105 1 0	622 9 0	89 5 0	...	112	17	90	...	69	...
...	383 4 0	652 4 0	588 14 0	648 8 0	2,272 14 0	112 12 0	25	231	17	121	...	138	...
1 ana.	11 15 0	...	1,151 1 0	278 3 0	1,441 3 0	61 3 0	31	112	15	22	...	64	3
Ditto.	...	...	678 12 0	...	678 12 0	3 0 0	...	84	7	14	...	31	13
...	11 15 0	...	1,829 13 0	278 3 0	2,119 15 0	64 3 0	31	196	22	36	...	95	16
...	487 10 0	1,059 13 0	4,141 0 0	926 11 0	6,615 2 0	208 2 0	56	913	39	251	...	512	16
...	9,681 15 0	1,059 13 0	4,579 1 0	938 11 0	16,259 8 0	669 6 0	374	1,226	39	251	29	825	115
TRACT.													
...	28,052 9 0	...	2,047 12 0	222 1 0	30,322 6 0	2,428 8 0	797	797	...	...	...	797	...
...	29,625 9 0	...	3,929 4 0	346 0 0	33,900 13 0	3,569 15 0	1,128	1,128	...	...	114	1,123	227
...	11,006 6 0	...	337 15 0	334 1 0	12,298 6 0	796 12 0	410	440	...	...	...	440	...
...	9,194 5 0	...	438 1 0	12 0 0	9,644 6 0	461 4 0	318	313	...	...	29	313	99
...	78,478 13 0	...	6,773 0 0	914 2 0	86,165 15 0	7,256 7 0	2,683	2,678	...	..	143	2,673	366
...	...	...	...	4,832 10 0	4,832 10 0	186 5 0	98	98	...	...	98	98	..
...	2,127 11 0	10,084 11 0	11,383 15 0	4,797 8 0	28,394 0 0	937 14 0	169	3,036	792	343	...	1,557	2
...	3,867 14 0	12,486 15 0	14,344 1 0	6,193 4 0	33,691 2 0	1,628 1 0	329	4,399	276	307	...	2,242	101
...	191 13 0	1,372 4 0	3,239 8 0	1,521 6 0	6,324 15 0	313 12 0	36	1,145	55	172	3	680	19
...	487 10 0	1,059 13 0	4,141 0 0	926 11 0	6,615 2 0	208 2 0	56	913	39	251	...	512	16
...	6,175 3 0	25,002 11 0	30,108 8 0	13,738 13 0	75,025 3 0	3,087 13 0	590	9,493	1,162	1,073	3	4,991	138
...	84,654 0 0	25,002 11 0	36,881 8 0	19,485 9 0	1,66,023 12 0	10,520 9 0	3,371	12,220	1,162	1,073	244	7,762	164

Statement of Government Schools of the

1	2	3	4	5	6	7	8	9	10	11	12
DISTRICT.	Number of Schools.	When established.	Number of students on rolls at close of the year. Hindús.	Muhammadans.	Others.	TOTAL.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teachers. Christians.	Others.
Ambála Circle.											
Dehli Anglo-Arabic School (Lower Department),	1	..	1	188	...	189	200	172	9	...	6
Simla Zil' School, Ditto ...	1	...	...	..	...	...	49	33	...	...	...
TOTAL ...	1	...	1	188	...	189	249	205	9	...	6
Dehli	38	...	923	157	...	1,080	1,029	756	10	...	40
Karnál	44	...	810	526	10	1,346	1,264	1,036	12	...	35
Gurgáon	45	...	1,233	389	6	1,628	1,482	1,119	10	...	52
Hissár	16	...	430	136	...	566	509	430	10	...	20
Rohtak	32	..	1,129	222	...	1,351	1,252	676	10	...	42
Sirsá	11	...	277	139	22	438	421	291	11	...	14
Ambála	57	...	1,428	952	210	2,590	2,465	2,005	10	...	65
Ludiana	45	...	513	406	329	1,248	1,162	1,025	11	...	45
Simla	3	...	151	28	7	186	173	122	9	...	3
TOTAL	291	...	6,894	2,955	584	10,433	9,757	7,470	10	...	316
Lahore Circle.											
Gurdaspur Zil' School (Lower Department) ...	1	...	55	30	10	95	88	75	12	...	3
Lahore	40	...	581	769	212	1,562	1,452	1,165	10	...	43
Gujranwala	50	...	1,348	911	209	2,468	2,005	1,709	10	...	69
Firozpur	32	...	482	616	340	1,438	1,248	1,009	10	...	38
Amritsar	71	...	922	1,300	853	3,075	2,527	2,130	10	...	85
Siálkot	74	...	1,574	1,639	371	3,584	3,294	2,825	10	...	91
Gurdaspur	92	...	1,944	1,961	453	4,358	3,977	3,368	10	...	117
Jalandhar	64	...	1,664	1,124	321	3,109	2,655	2,315	10	...	81
Hushiárpur...	78	...	2,579	1,088	173	3,840	3,163	3,068	10	...	107
Kángra	43	...	1,527	158	17	1,762	1,669	1,190	14	...	47
TOTAL	539	...	12,681	9,566	2,949	25,196	22,290	18,774	10	...	678
Ráwalpindi Circle.											
Abottábad Zil' School (Lower Department) ...	1	...	41	25	...	66	64	53	10	...	1
Ráwalpindi...	52	...	1,288	1,646	567	3,501	3,504	2,557	9	...	67
Gujrát	36	...	741	1,205	271	2,217	2,227	2,010	10	...	43
Jhelam	41	...	1,245	1 385	175	2,805	2,735	2,330	10	...	62
Shábpur	24	...	390	381	34	805	804	629	10	...	25
Peshávar	24	...	63	675	14	752	703	557	10	...	28
Kohát	3	...	40	8	...	122	102	95	12	...	3
Hazará	17	...	266	513	9	788	350	275	11	...	18
TOTAL	197	...	4,033	5,887	1,070	10,990	10,425	8,753	10	...	246
Multán Circle.											
Multán	28	...	417	734	4	1,155	1,079	757	10	...	28
Montgomery	12	...	447	223	78	748	662	537	9	...	18
Jhang	24	...	498	555	39	1,092	995	793	10	...	32
Muzaffargrah	21	...	356	433	3	792	783	592	9	...	26
Derah Ismail Khan	17	...	699	546	4	1,189	1,051	839	10	...	29
Bannú	19	...	491	413	12	916	750	618	9	...	23
TOTAL	121	...	2,848	2,904	140	5,892	5,263	4,136	10	...	156
Dehli Anglo-Arabic School (Lower Department),	1	...	1	188	...	189	200	172	9	...	6
Total of Lower Department Zil' Schools ...	3	...	96	55	10	161	201	161	10	...	4
Total of Primary Schools	1,148	...	26,456	21,312	4,743	52,511	47,735	39,133	10	...	1,396
GRAND TOTAL	1,152	...	26,553	21,555	4,753	52,861	48,136	39,466	10	...	1,406
Jail Schools	27	...	1,106	2,805	617	4,528	4,302	3,625	26	...	27
TOTAL	1,179	...	27,659	24 360	5,370	57,389	...	43,091	...	...	...

(*a*). For March 1873. From 1st April 1873, the School

Lower Class for the year 1873-74.

13	14	15	16	17	18	19	20	21	22	23	24	25	26
	Expenditure.						*Number of pupils instructed in*						
Monthly rate of schooling fee.	From Provincial Services.	From General Local Fund.	From District Funds.	Other sources.	Total.	Amount collected in fees.	English.	Urdú.	Hindi (Nágri).	Hindi (Lande, Mahájni &c.)	Arabic.	Persian.	Sanskrit.
1 to 4 anas ...	...	...	...	2,314 5 0	2,314 5 0	214 12 0	...	189	...	...	...	49	...
1 Re. to 1 ana.	(a) 20 0 0	...	...	...	20 0 0	8 1 0	...	...	...	...	...	...	...
...	20 0 0	...	...	2,314 5 0	2,334 5 0	222 13 0	...	189	...	...	...	49	...
1 to 2 anas ...	50 0 0	...	4,734 10 0	228 15 0	5,013 9 0	90 9 0	...	651	530	82	...	156	2
1 ana ...	197 14 0	1,259 0 0	6,011 1 0	...	7,467 15 0	101 9 0	...	1,194	242	49	...	311	...
1 to 2 anas ...	405 11 0	120 10 0	7,839 1 0	935 8 0	9 300 14 0	352 2 0	...	1,027	580	...	...	439	...
Ditto ...	40 1 0	...	2,998 15 0	...	3,039 0 0	11 3 0	...	187	244	78	...	67	3
Ditto ...	103 15 0	652 3 0	5,173 7 0	75 2 0	6,004 11 0	96 1 0	...	761	445	179	...	301	2
Ditto ...	29 3 0	...	1,266 11 0	178 3 0	1,474 1 0	9 7 0	...	219	211	58	...	74	...
Ditto ...	15 0 0	...	8,764 6 0	258 12 0	9,038 2 0	101 8 0	...	3,299	100	195	...	680	8
Ditto ...	59 0 0	...	6,538 3 0	27 4 0	6,868 7 0	386 14 0	...	1,248	...	...	...	360	...
Ditto ...	...	...	648 0 0	...	648 0 0	...	...	87	53	...	...	33	...
...	900 12 0	2,031 13 0	43,974 6 0	1,947 12 0	48,854 11 0	1,149 5 0	...	8,613	2,405	611	...	2,421	15
1 to 8 anas ...	480 0 0	...	...	...	480 0 0	109 5 0	...	95	...	...	...	29	...
1 ana ...	158 3 0	210 0 0	5,500 4 0	151 9 0	6,020 0 0	39 2 0	...	1,562	...	...	...	116	...
3 pies to 1 ana,	60 0 0	...	5,553 11 0	383 7 0	5,997 2 0	364 12 0	13	2,468	...	...	...	1,061	...
1 ana ...	267 1 0	162 0 0	4,801 15 0	...	5,231 0 0	62 10 0	...	1,374	...	...	...	446	...
Ditto ...	443 0 0	...	9,937 5 0	70 8 0	10,450 13 0	590 0 0	...	3,075	...	...	...	1,112	...
Ditto ...	223 3 0	196 8 0	9,763 9 0	412 1 0	10,595 5 0	470 7 0	...	3,584	...	...	...	1,167	...
1 to 2 anas ...	6 0 0	869 8 0	10,787 12 0	1,706 6 0	13,369 9 0	1,156 2 0	26	4,358	103	...	...	1,722	43
Ditto ...	414 15 0	1,200 0 0	7,962 10 0	513 10 0	10,091 3 0	658 8 0	20	3,100	50	4	...	1,284	3
Ditto ...	271 7 0	696 13 0	11,237 8 0	29 8 0	12,235 4 0	539 4 0	...	2,455	415	...	...	1,433	...
Ditto ...	250 1 0	264 0 0	5,467 9 0	360 0 0	6,341 10 0	25 5 0	...	1,217	558	60	...	346	3
...	2,093 14 0	3,598 13 0	71,012 3 0	3,627 0 0	80,331 14 0	3,906 2 0	59	23,193	1,126	64	...	9,287	49
1 to 4 anas ...	300 0 0	...	...	...	300 0 0	48 14 0	...	66	...	...	...	19	...
...	167 8 0	259 5 0	7,217 10 0	586 2 0	8,225 3 0	106 13 0	...	3,298	151	157	...	730	29
1 ana ...	644 7 0	...	5,331 12 0	1,221 9 0	7,197 12 0	336 9 0	...	2,317	...	...	...	1,351	
1½ ana ...	561 3 0	450 0 0	6,671 11 0	300 0 0	7,922 14 0	361 0 0	50	2,712	53	57	...	1,186	3
...	140 0 0	...	3,141 6 0	370 8 0	3,691 14 0	4 12 0	...	781	10	14	...	313	...
...	167 4 0	...	4,491 9 0	...	4,658 13 0	...	...	752	...	...	...	172	...
...	22 2 0	...	562 14 0	...	584 14 0	...	...	122	...	...	...	50	...
...	18 0 0	258 0 0	708 1 0	366 15 0	1,351 0 0	...	...	775	...	...	...	72	...
...	1,720 8 0	967 5 0	28,101 15 0	2,839 12 0	33,682 6 0	812 2 0	50	10,657	211	228	...	3,874	32
1 ana ...	131 2 0	...	3,353 1 0	...	3,484 3 0	10 3 0	...	1,155	...	...	...	277	...
Ditto ...	80 8 0	257 4 0	1,897 8 0	72 12 0	2,308 0 0	36 1 0	...	634	10	135	...	205	...
1 to 2 anas ...	145 5 0	...	3,362 15 0	107 14 0	3,616 2 0	24 10 0	...	1,092	...	45	...	413	...
...	152 13 0	...	3,022 11 0	...	3,175 8 0	11 8 0	...	792	...	...	...	244	...
...	85 15 0	681 8 0	3,318 8 0	...	4,085 15 0	...	...	1,059	...	217	...	247	...
...	82 3 0	...	3,768 4 0	140 2 0	3,990 9 0	...	...	805	48	98	...	803	17
...	677 14 0	938 12 0	18,722 15 0	320 12 0	20,660 5 0	82 6 0	...	5,537	58	495	...	2,191	17
...	...	...	...	2,314 5 0	2,314 5 0	214 12 0	...	189	...	...	...	49	...
...	800 0 0	...	...	...	800 0 0	166 4 0	...	161	...	...	...	48	...
...	5,393 0 0	7,536 11 0	1,61,814 5 0	8,736 4 0	1,83,479 4 0	5,949 15 0	109	48,000	3,803	1,423	...	17,773	113
...	6,199 0 0	7,536 11 0	1,61,814 5 0	11,049 9 0	1,86,593 9 0	6,330 15 0	109	48,350	3,803	1,428	...	17 870	113
...	5,627 2 0	...	...	206 0 0	5,833 2 0	...	52	4,035	382	7	...	39	...
...	11,820 2 0	7,536 11 0	1,61,814 5 0	11,255 9 0	1,92,426 11 0	...	161	...	...	...	...	...	...

is maintained on the grant-in-aid principle.

Statement of Government Female Schools

1	2	3	4	5	6	7	8	9	10	11	12	13
			No. of students on rolls at close of the year.							*Teachers.*		
DISTRICT.	No. of Schools.	When established.	Hindus.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.	Monthly rate of schooling fee.
Ambála Circle.												
Dehlí	5	...	55	35	...	90	92	66	9	...	5	...
Karnál	1	...	...	...	...	...	14	11	...	...	...	...
Gurgáon	4	...	50	29	...	79	82	57	9	...	4	1 to 2 as.
Rohták	1	...	...	17	...	17	17	14	9	...	1	...
Sarsá	4	...	43	52	...	95	48	40	9	...	4	...
Ambálá	1	...	...	21	...	21	22	20	9	...	1	...
Ludhiáná	7	...	14	109	...	123	116	104	10	...	8	...
TOTAL ...	23	...	162	263	...	425	391	312	9	...	23	...
Lahore Circle.												
Lahore	6	...	60	132	...	192	183	129	9	...	6	...
Firozpur	6	...	...	123	...	123	122	102	8	...	6	...
Amritsar...	4	...	10	63	51	124	107	93	10	...	6	...
Gurdáspur	4	...	...	130	...	130	120	101	9	...	6	...
Jálandhar	41	...	...	1,181	...	1,181	1,146	1,000	10	...	41	...
Kángrá	1	...	25	...	...	25	24	17	7	...	1	...
TOTAL ...	62	...	95	1,629	51	1,775	1,702	1,442	9	...	66	...
Multán Circle.												
Montgomery	6	...	55	41	22	118	98	82	7	...	6	...
Jhang	10	...	120	153	8	281	222	184	7	...	12	...
TOTAL ...	16	...	175	194	30	399	320	266	7	...	18	...
GRAND TOTAL ...	101	...	432	2,086	81	2,599	2,413	2,020	8	...	107	...

of the Lower Class for the year 1873-74.

BENGAL SECRETARIA

14	15	16	17	18	19	20	21	22	23	24	25	26	27
Expenditure.						*Number of pupils instructed in*							
From Provincial Services.	From General Local Fund.	From District Fund.	Other sources.	Total.	Amount collected in fees.	English.	Urdu.	Hindi (Nagri).	Hindi (Lande Mahajni, &c.)	Arabic.	Persian.	Sanskrit.	Remarks.
... ...	... ...	561 9 0	177 10 0	739 3 0	... ...	...	34	56	...	...	6	...	
... ...	... ...	63 0 0	... ...	63 0 0	... ...	...	...	...	...	...	...	...	Closed from 1st December 1873.
57 0 0	161 14 0	530 10 0	... ...	749 8 0	6 0 0	...	31	50	...	...	2	...	
4 0 0	77 0 0	... ...	4 0 0	85 0 0	... ...	...	17	...	...	...	...	...	
7 0 0	... ...	63 12 0	285 0 0	355 12 0	... ...	...	53	24	18	...	3	...	
... ...	... ...	28 0 0	... ...	28 0 0	... ...	...	21	...	...	...	...	...	Opened in November 1873.
11 15 0	288 0 0	275 2 0	44 4 0	619 5 0	... ...	...	123	...	...	...	18	...	
79 15 0	526 14 0	1,522 1 0	510 14 0	2,639 12 0	6 0 0	...	279	130	18	...	29	...	
... ...	444 0 0	84 0 0	201 12 0	729 12 0	... ...	...	132	60	...	...	14	...	
... ...	121 8 0	322 11 0	... ...	444 3 0	3 7 0	...	123	...	...	...	8	...	
... ...	... ...	294 1 0	114 8 0	408 9 0	... ...	...	42	61	...	...	...	...	
... ...	96 0 0	168 0 0	109 8 0	373 8 0	... ...	...	130	...	...	...	4	...	
50 0 0	2,272 4 ...	1,232 8 0	921 1 0	4,475 13 0	... ...	...	1,181	...	4	389	248	...	
... ...	... ...	16 0 0	... ...	16 0 0	... ...	...	...	25	...	...	...	...	
50 0 0	2,933 12 0	2,117 4 0	1,346 13 0	6,447 13 0	3 7 0	...	1,608	146	4	389	274	...	
... ...	108 0 0	151 3 0	... ...	259 3 0	... ...	...	28	49	8	36	2	...	
5 8 0	169 8 0	241 4 0	341 11 0	757 15 0	... ...	...	153	...	128	...	...	...	
5 8 0	277 8 0	392 7 0	341 11 0	1,017 2 0	... ...	...	181	49	136	36	2	...	
135 7 0	3,738 2 0	4,031 12 0	2,199 6 0	10,104 11 0	9 7 0	...	2,068	325	158	425	305	...	

Statement of Government Jail Schools

1		2	3	4	5	6	7	8	9	10	11
			No. of students on rolls at close of the year.							*Teachers.*	
	DISTRICT.	When established.	Hindús.	Muhammadans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.
	Ambálah Circle.										
1	Dehli	.....	46	50	1	97	90	62	19	.....	1
2	Karnál	.....	45	12	2	59	54	47	24	.....	1
3	Hissár	.....	23	23	3	49	49	34	22	.....	1
4	Rohtak	.....	45	38	10	93	93	72	23	.....	1
5	Sarsá	.....	36	33	6	75	56	52	29	.....	1
6	Ambálá	.....	101	71	22	194	150	127	28	.....	1
7	Do. Rúpar	.....	34	46	4	84	115	94	25	.....	1
8	Ludhiáná	.....	22	44	41	107	61	43	25	.....	1
	Total ...	.....	352	317	89	758	668	531	24	.....	8
	Lahore Circle.										
1	Central Jail } Lahore	.....	281	603	286	1,170	1,112	1,073	30	.....	1
2	Female Jail } Lahore	.....	19	46	7	72	66	59	29	.....	1
3	Thaggí Jail } Lahore	.....	.....	.....	22	22	25	19	11	.....	.....
4	Gujránwála	.....	42	63	5	110	102	88	27	.....	1
5	Fírozpúr	.....	49	33	29	111	147	142	35	.....	1
6	Amritsar	.....	68	58	2	128	138	115	28	.....	1
7	Siálkot	.....	19	40	14	73	46	40	22	.....	1
8	Gurdáspúr	.....	57	40	34	131	130	116	42	.....	2
9	Jálandhar	.....	42	54	62	158	128	115	35	.....	1
10	Kángra	.....	30	6	2	38	55	44	18	.....	1
	Total ...	.....	607	943	63	2,013	1,949	1,811	28	.....	10
	Ráwalpindí Circle.										
1	Ráwalpindí	.....	58	553	19	630	675	456	27	.....	1
2	Gujrát	.....	7	38	.....	45	47	40	27	.....	1
3	Jhelam	.....	6	59	2	67	94	95	25	.....	1
4	Peshawar	.....	2	51	.....	53	51	35	22	.....	1
5	Sháhpúr	.....	4	110	.....	114	96	60	27	.....	1
	Total ...	.....	77	811	21	909	963	686	26	.....	5
	Multán Circle.										
1	Multán	.....	27	423	31	481	401	315	30	.....	1
2	Montgomery	.....	25	75	12	112	99	88	27	.....	1
3	Jhang	.....	9	127	.....	136	122	102	27	.....	1
4	Derah Ismaíl Khán	.....	9	109	1	119	100	92	27	.....	1
	Total ...	.....	70	734	44	848	722	597	28	.....	4
	GRAND TOTAL ...	.....	1,106	2,805	617	4,528	4,302	3,625	26	.....	27

(*Lower Class*) *for the year* 1873-74.

12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Expenditure.						*No. of pupils instructed in*						
Monthly rate of schooling fees.	From Provincial Services.	From General Local Fund.	From District Fund.	Other sources.	Total.	Amount collected in fees.	English.	Urdú.	Hindí (Nagrí).	Hindí (Lande Mahájní &c).	Arabic.	Persian.	Sanskrit.
.....	180 0 0	.....	.....	.....	180 0 0	.....	.....	51	46	.....	.....	.....	.....
.....	132 0 0	.....	.....	.....	132 0 0	.....	.....	34	25	.....	.....	.....	.....
.....	140 0 0	.....	.....	.....	140 0 0	.....	.....	29	20	.....	.....	.....	.....
.....	103 13 0	.....	.....	1 8 0	105 5 0	.....	.....	40	53	.....	.....	.....	.....
.....	215 8 0	.....	.....	.....	215 8 0	.....	.....	40	35	.....	.....	.....	.....
.....	312 0 0	.....	.....	.....	312 0 0	.....	.....	76	118	.....	.....	.....	.....
.....	180 0 0	.....	.....	.....	180 0 0	.....	.....	84	.....	.....	.....	.....	.....
.....	183 0 0	.....	.....	.....	183 0 0	.....	.....	77	.....	.....	.....	.....	.....
.....	1,446 5 0	.....	.....	1 8 0	1,447 13 0	.....	.....	431	297	.....	.....	.....	.....
.....	480 0 0	.....	.....	.....	480 0 0	.....	48	1,081	22	.....	.....	19	.....
.....	180 0 0	.....	.....	12 6 0	192 6 0	.....	.....	72	.....	.....	.....	.....	.....
.....	.....	.....	.....	12 0 0	12 0 0	.....	.....	20	.....	.....	.....	2	.....
.....	240 0 0	.....	.....	.....	240 0 0	.....	.....	110	.....	4	.....	.....	.....
.....	243 0 0	.....	.....	.....	243 0 0	.....	.....	111	.....	.....	.....	.....	.....
.....	300 0 0	.....	.....	0 2 0	300 2 0	.....	.....	79	39	2	.....	.....	.....
.....	250 4 0	.....	.....	.....	250 4 0	.....	.....	73	.....	.....	.....	.....	.....
.....	180 0 0	.....	.....	180 0 0	360 0 0	.....	3	131	.....	.....	.....	.....	.....
.....	180 0 0	.....	.....	.....	180 0 0	.....	.....	158	.....	.....	.....	.....	.....
.....	120 0 0	.....	.....	.....	120 0 0	.....	1	12	24	1	.....	.....	.....
.....	2,173 4 0	.....	.....	204 8 0	2,377 12 0	.....	52	1,847	85	7	.....	21	.....
.....	300 0 0	.....	.....	.....	300 0 0	.....	.....	630	.....	.....	.....	.....	.....
.....	180 0 0	.....	.....	.....	180 0 0	.....	.....	45	.....	.....	.....	.....	.....
.....	180 0 0	.....	.....	.....	180 0 0	.....	.....	67	.....	.....	.....	.....	.....
.....	240 0 0	.....	.....	.....	240 0 0	.....	.....	53	.....	.....	.....	5	.....
.....	180 0 0	.....	.....	.....	180 0 0	.....	.....	114	.....	.....	.....	.....	.....
.....	1,080 0 0	.....	.....	.....	1,080 0 0	.....	.....	909	.....	.....	.....	5	.....
.....	304 8 0	.....	.....	.....	304 8 0	.....	.....	481	.....	.....	.....	.....	.....
.....	199 15 0	.....	.....	.....	199 15 0	.....	.....	112	.....	.....	.....	.....	.....
.....	183 2 0	.....	.....	.....	183 2 0	.....	.....	136	.....	.....	.....	.....	.....
.....	240 0 0	.....	.....	.....	240 0 0	.....	.....	119	.....	.....	.....	13	.....
.....	927 9 0	.....	.....	.....	927 9 0	.....	.....	848	.....	.....	.....	13	.....
.....	5,627 2 0	.....	.....	206 0 0	5,833 2 0	.....	52	4,035	382	7	.....	39	.....

Statement of Government Normal

1		2	3	4	5	6	7	8	9	10	11	12
				No. of pupils on rolls at the close of the year.							*Teachers.*	
	DISTRICT.	NAME OF INSTITUTION.	When established.	Hindus.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Average age.	Christians.	Others.
		Ambála Circle.										
1	Dehli ...	Normal School ...	17th April 1859	41	61	2	(a) 104	92	77	(b) 16	...	7
		Lahore Circle.										
1	Lahore ...	Normal School ...	27th May 1856	27	62	7	96	99	85	22	...	7
		Ráwalpindi Circle.										
1	Ráwalpindi ...	Normal School ...	10th May 1857	21	19	...	40	37	32	21	1	3
3		TOTAL ...	...	89	142	9	240	228	194	20	1	17

(a) Includes 45 boys of the Model School.
(b) The average age of Normal students is 21, and that of boys in the Model School is 11.

Schools for the year 1873-74.

13	14	15	16	17	18	19	20	21	22	23	24	25	26
	Expenditure.						*Number of pupils instructed in*						
Monthly rate of schooling fee.	From Provincial Services.	From General Local Fund.	From District Fund.	Other sources.	Total.	Amount collected in fees.	English.	Urdu.	Hindi (Nagri.)	Hindi (Lande Mahajni &c.)	Arabic.	Persian.	Sanskrit.
...	6,679 7 0	...	3,185 9 0	...	9,865 0 0	35 11 0	...	104	5	...	4	69	...
...	6,341 5 0	...	4,284 3 0	...	10,625 8 0	...	...	96	...	...	6	96	..
...	4,925 12 0	...	1,979 13 0	...	6,905 9 0	6 8 0	...	40	...	...	29	40	..
...	17,946 8 0	...	9,449 9 0	...	A 27,396 1 0	42 3 0	...	240	5	...	39	205	...

A.—Total expenditure	Rs. 27,396- 1-0
Expended on scholarships from Provincial Services, ...	3,282-12-0
Do. Local rates or cesses	9,449- 9-0
	12,732- 5-0
Amount shown in Table No. B. 3 as expended on Normal Schools, exclusive of 2 scholarships	14,663-12-0

Statement of Grant-in-aid, European, East Indian or Christian

1		2	3	4	5	6	7	8	9	10	11	12	13	14
		For what religion.					Number of pupils on the rolls at the close of the year.						Teachers.	
Name of Institution.		General.	Hindús.	Muhammadans.	Christians.	Total.	Hindús.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Christians.	Others.
	Ambála Circle.													
Higher Class ...	Bishop Cotton School Simla	...	...	...	1	1	...	...	133	133	130	124	5	...
Middle „ ...	Panjáb Girls' School Simlá	...	...	...	1	1	...	...	43	43	45	45	4	...
Middle „ ...	Roman Catholic Female Orphanage Simla,	...	...	...	1	1	...	...	127	127	125	125	12	...
Lower „ ...	Mayo Industrial School for Girls, Simla ...	...	...	...	1	1	...	...	38	38	36	35	3	...
Lower „ ...	European Girls' School, Dehlí	...	...	...	1	1	...	...	24	24	16	12	2	...
	Total ...	...	...	...	5	5	...	...	365	365	352	341	26	...
	Lahore Circle.													
Middle Class ...	High School Lahore	...	...	...	1	1	...	...	52	52	43	33	3	...
Lower „ ...	Anárkalí Girls' School Lahore	...	...	...	1	1	...	...	35	35	29	26	2	...
...	Naulakhá and Donald Town Girls' School,	...	...	...	1	1	...	...	30	30	26	16	2	...
...	Native Christian Girls' School Lahore ...	...	...	...	1	1	...	...	29	29	19	18	3	1
Lower Class ...	Saint James' (late Free) School	...	...	...	1	1	...	...	38	38	32	27	1	...
Lower „ ...	Girls' School Gujránwála	...	...	...	1	1	...	...	23	23	21	20	2	...
	Total ...	...	...	...	6	6	...	...	207	207	170	140	13	1
	Ráwalpindí Circle.													
Middle Class ...	Sir Henry Lawrence Memorial Asylum Murree	...	...	...	1	1	...	...	124	124	128	126	5	1
Ditto ...	Murree-cum-Ráwalpindí School	...	...	...	1	1	...	...	34	34	39	38	2	...
	Total ...	...	...	...	2	2	...	...	158	158	167	164	7	1
	GRAND TOTAL ...	...	...	...	13	13	...	...	730	730	689	645	46	2

Total pupils	730
Native Christian Girls' School Lahore	29
Murree-cum-Ráwalpindí School	34
Total	63
Balance	667

Schools in the Panjáb for the year 1873-74.

15	16	17	18	19	20	21	22	23	24	25	26	27	28
EXPENDITURE.						NUMBER OF PUPILS INSTRUCTED IN							
From private sources.	From fees.	*From grant-in-aid.* Provincial Services.	*From grant-in-aid.* District Funds.	Total.	Monthly rate of schooling fee.	English.	Urdú.	Hindí (Nágrí).	Hindí (Landa, Mahájní &c).	Arabic.	Persian.	Sanskrit.	REMARKS.
5,700 0 0	5,257 0 0	5,257 0 0	.....	16,214 0 0	Rs. 10 to 6-8	133	60	.....	.....	.....	.....	.....	
... ...	4,258 11 0	3,600 0 0	.....	7,858 11 0	10 Rupees	43	*4	.....	.....	.....	.....	.....	*French.
3,812 0 0	... ...	3,150 0 0	.....	6,962 0 0	Rs. 10 to 2-8-0	127	.....	.....	.....	.....	.....	.....	
668 0 0	534 0 0	873 12 0	.....	2,075 12 0	„ 10 to 6-0-0	38	.....	.....	.....	.....	.....	.....	10 boys and 28 girls.
426 1 0	235 4 0	330 0 0	.....	991 5 0	4 to 1 Re.	24	.....	.....	.....	.....	.....	.....	
10,606 1 0	10,284 15 0	13,210 12 0	.....	34,101 12 0	.....	365	64	.....	.....	.....	.....	.....	
296 5 0	2,989 2 0	2,770 0 0	.....	6,055 7 0	Rs. 10-8 to 6-8	52	52	.....	.....	.....	10	.....	
... ...	1,116 8 0	840 0 0	.....	1,956 8 0	Rs. 5 to 2-8	35	.....	.....	.....	.....	.....	.....	
1,845 12 0	405 8 0	1,080 0 0	.....	3,331 4 0	8 Rs. to 4 as.	30	.....	.....	.....	.....	.....	.....	
488 1 0	190 12 0	150 0 0	.....	828 13 0	Rs. 8 to 1	29	29	.....	.....	.....	6	.....	
801 12 0	158 12 0	600 0 0	.....	1,560 8 0	2 Rs. to 4 as.	38	.....	.....	.....	.....	.....	.....	
504 0 0	... ...	480 0 0	.....	984 0 0	.....	23	.....	.....	.....	.....	.....	.....	
3,935 14 0	4,860 10 0	5,920 0 0	.....	14,716 8 0	.....	207	81	.....	.....	.....	16	.....	
17,237 12 0	3,057 0 0	19,800 0 0	.....	40,094 12 0	Rs. 22 to 3	124	72	.....	.....	.....	.....	.....	69 boys, 55 girls.
127 0 0	3,393 6 0	3,000 0 0	.....	6,520 6 0	Rs. 12 to 3	34	.....	.....	.....	.....	.....	.....	14 boys, 20 girls. This school was broken up on 1st May 1874.
17,364 12 0	6,450 6 0	22,800 0 0	.....	46,615 2 0	.....	158	72	.....	.....	.....	.....	.....	
31,906 11 0	21,595 15 0	41,930 12 0	.....	95,433 6 0	.....	730	217	.....	.....	.....	16	.....	

Statement of the Endowment and Building Funds of the Schools for European and Eurasian children

for the year

1		2		
NAME OF INSTITUTION.		Balance on 1st April 1873.		
Bishop Cotton School, Simlá	Endowment Fund	1,00,091	11	8
	(a) Building Fund	34,136	4	...
Lahore High School	Endowment Fund	28,364	4	1
	Building Fund	Information		
Murree-cum-Ráwalpindí School	Endowment Fund	.....	...	...
	Building Fund	542	10	...
Sir Henry Lawrence Memorial Asylum, Murree	Endowment Fund	1,51,000	...	...
	Building Fund	.....	.....	.....
Panjáb Girls' School, Simlá	Endowment Fund	.....	.....	.....
	Building Fund	(a) 43,368	.....	.....
Mayo Industrial School, Simlá	Endowment Fund	.....	.....	.....
	Building Fund	32,937	11	4

(a.) To debit.
(b.) Includes expenditure during 1872-73 Rs. 299-5-0, which were omitted in the statement for that year.

to which grants-in-aid are given by Government under Lord Canning's Minute of October 1860, 1873-74.

3			4			5			6			7			8		
Income during 1873-74.																	
From Government.			From Interest.			From private sources.			Total of columns 2, 3, 4 and 5.			Expenditure during 1873-74.			Balance on 1st April 1874 *i. e.* difference between columns 6 and 7.		
.....	.....	.....	5,392	14	10	.....	.....	.....	1,05,484	10	6	5,713	2	11	99,771	7	7
278	.....	.....	.....	.....	.....	3,100	.....	.....	30,758	4	.....	7,565	11	11	(*a.*) 38,323	15	11
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
not received.		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
710	.....	.....	.....	.....	.....	540	.....	.....	1,792	10	.....	1,413	.....	.....	379	10	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	1,51,000	.....	.....	.....	.....	.....	1,51,000	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5,109	.....	.....	.....	.....	.....	8,093	15	.....	30,165	1	.....	3,484	3	9	(*a.*) 33,649	4	9
.....	.....	.....	.....	.....	.....	.....			.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	8,036	12	9	40,974	8	1	(*b.*) 26,512	14	1	14,461	10	...

Statement of Grant-in-aid Schools of the

1		2	3	4	5	6	7	8	9	10	11	12
Name of Institution.		For what religion.					No. of pupils on the rolls at the close of the year.					
		General.	Hindús.	Muhammadans.	Christians.	Total.	Hindús.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.
	Ambála Circle.											
Dehli ...	S. P. G. Mission School (St. Stephen's College) ...	1	...	...	...	1	165	18	3	186	169	131
Ludiána ...	American Presbyterian Mission School ...	1	...	...	...	1	149	100	13	262	265	211
Ditto	High Vernacular School ...	...	...	...	...	1	35	101	6	142	149	134
	Total ...	3	...	...	...	3	349	219	22	590	583	476
	Lahore Circle.											
Lahore ...	American Presbyterian Mission School ...	1	...	...	...	1	291	102	10	403	373	300
Amritsar ...	Church Mission School ...	1	...	...	...	1	159	35	13	207	184	144
Jálandhar ...	American Presbyterian Mission School ...	1	...	...	...	1	210	55	4	269	289	233
	Total ...	3	...	...	...	3	660	192	27	879	846	677
	Ráwalpindi Circle.											
Ráwalpindi ...	American Presbyterian Mission School ...	1	...	...	...	1	199	69	4	272	263	211
Pesháwar ...	Church Mission School in the City ...	1	...	...	...	1	167	50	7	224	214	177
	Total ...	2	...	...	...	2	366	119	11	496	477	388
	Grand Total ...	8	...	...	...	8	1,375	530	60	1,965	1,906	1,541
	Bishop Cotton School, Simla ...	...	...	...	1	1	...	...	133	133	130	124
	Total ...	8	...	...	1	9	1,375	530	193	2,098	2,036	1,665

The number of boys on rolls at close of year who have passed the Middle School Examination, or are reckoned as having passed it, are noted below—

1. Dehli Mission School 4
2. Ludiána ditto 15
3. Lahore ditto 9
4. Amritsar ditto 20
5. Jálandhar Mission School 10
6. Ráwalpindi ditto 10
7. Pesháwar ditto 6

Higher Class in the Panjáb for the year 1873-74.

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Tea-chers.		Expenditure.						Number of Pupils instructed in						
				From grant-in-aid.										
Christians.	Others.	From private sources.	From fees.	Provincial services.	District funds.	Total.	Monthly rate of schooling fee.	English.	Urdú.	Hindí (Nágrí.	Hindí (Lande Muhájní &c.	Arabic.	Persian.	Sanskrit.
2	6	3,687 7 0	463 11 0	3,688 8 0	... ...	7,839 10 0	1 Rs. to 2 a.	186	148	...	...	...	180	...
2	11	2,535 0 0	1,094 4 0	2,925 0 0	... ...	6,554 4 0	2 Rs. to 6 p.	262	78	...	...	...	192	...
...	6	1,900 9 0	599 9 0	1,650 0 0	... ...	4,150 2 0	4 to 1 ana.	...	142	...	...	...	100	...
4	23	8,123 0 0	2,157 8 0	8,263 8 0	... ...	18,544 0 0	...	448	368	...	...	...	472	...
5	11	4,565 6 0	1,340 5 0	5,220 0 0	... ...	11,125 11 0	8 to 2 anas.	403	335	...	...	...	338	45
4	7	3,674 12 0	418 9 0	3,120 0 0	... ...	7,213 5 0	6 to 3 anas.	200	200	7	...	...	167	7
4	7	2,130 2 0	920 1 0	2,959 0 0	... ...	6,009 3 0	1 Rs. to 2 a.	238	134	...	...	...	246	
13	25	10,370 4 0	2,678 15 0	11,299 0 0	... ...	24,348 3 0	...	841	669	7	...	...	748	52
4	9	2,899 9 0	529 10 0	3,355 15 0	... ...	6,785 2 0	1 Rs. to 1 a.	133	199	...	...	...	179	...
4	10	5,100 8 0	351 3 0	3,118 0 0	... ...	8,569 11 0	8 to 2 anas.	170	215	...	...	...	145	...
8	19	8,000 1 0	880 13 0	6,473 15 0	... ...	15,354 13 0	...	303	414	...	...	...	324	...
25	67	26,493 5 0	5,717 4 0	26,036 7 0	... ...	58,247 0 0	...	1,592	1,451	7	...	...	1,544	52
5	...	5,700 0 0	5,257 0 0	5,257 0 0	... ...	16,214 0 0	...	133	60	...	...	...	...	
30	67	32,193 5 0	10,974 4 0	31,293 7 0	... ...	74,461 0 0	...	1,725	1,511	7	...	...	1,544	52

Statement of Grant-in-aid Schools of the Middle

1		2	3	4	5	6	7	8	9	10	11	12	13	14
		For what religion.					*No. of pupils on the rolls at the close of the year.*						*Teachers.*	
Name of Institution.		General.	Hindus.	Muhammadans.	Christians.	Total.	Hindus.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.	Christians.	Others.
	Ambála Circle.													
Ambálá ...	American Presbyterian Mission School in the City	1	...	...	...	1	109	73	...	182	174	128	2	9
Ambálá ...	American Presbyterian Mission School in Cant. ...	1	...	...	...	1	131	49	10	190	157	126	1	8
Do. ...	The 32nd Pioneers' Regimental School	1	...	...	...	1	63	3	1	67	87	67	1	3
Simlá ...	American Presbn. Mission School Sabáthu	1	...	...	...	1	34	11	...	45	51	45	1	2
Do. ...	Anglo Vernacular School Kasauli	1	...	...	...	1	25	7	2	34	38	30	...	2
Dehlí ...	Anglo Sanskrit School	...	1	...	...	1	76	4	1	81	91	69	...	6
Gurgáon ...	Vernacular School Firozpur	1	...	...	...	1	94	58	...	152	139	116	..	4
Do. ...	Ditto Palwal	1	...	...	...	1	110	39	...	149	132	111	...	4
Do. ...	Ditto Farakhnagar	1	...	...	...	1	81	23	...	104	98	68	...	4
Do. ...	Ditto Sohná	1	...	...	...	1	62	40	...	102	98	77	..	3
Rohtak ...	Anglo Vernacular School Jhajjar	1	...	...	...	1	124	26	...	150	140	112	...	5
Ludiáná ...	Vernacular School Jagráon	1	...	...	...	1	100	63	11	174	155	138	...	3
Do. ...	Ditto Ráikot	1	...	...	...	1	97	54	7	158	144	122	...	3
Do. ...	Ditto Khaná Kalán	1	...	...	...	1	80	20	37	137	140	124	...	3
	Total ...	13	1	...	...	14	1,186	470	69	1,725	1,644	1,333	5	59
	Lahore Circle.													
Jálandhar ...	American Presbyterian Mission School, Cant. ...	1	...	...	...	1	51	27	2	80	83	71	...	4
Kángrá ...	Church Mission School	1	...	...	...	1	56	7	5	68	66	58	2	4
Do. ...	Church Mission School Dharmsálá	1	...	...	...	1	55	8	6	69	53	40	1	1
Amritsar ...	Church Mission School Jandiálá	1	...	...	...	1	80	22	9	111	113	89	1	5
Do. ...	Branch to Zil' School	1	...	...	...	1	65	33	18	116	79	69	...	4
Siálkot ...	Church of Scotland Mission School in the City ...	1	...	...	...	1	73	63	2	138	129	104	4	5
Do. ...	Ditto Ditto in the Cant. ...	1	...	...	...	1	51	31	2	84	82	74	1	5
Do. ...	Nárowál Church Mission School	1	...	...	...	1	41	18	3	62	70	56	2	4
Lahore ...	Adult English School	1	...	...	...	1	49	13	4	66	66	42	...	3
Do. ...	American Presbyterian Mission Adult School ...	1	...	...	...	1	33	33	...	66	58	48	1	6
Do. ...	Anglo Vernacular School Mián Mír	1	...	...	...	1	43	35	...	78	71	54	...	5
Do. ...	Branch to Zil' School Middle Department	1	...	...	...	1	37	77	2	116	96	79	...	2
Gujránwála ...	Church of Scotland Mission School, Wázirábád ...	1	...	...	...	1	98	47	...	145	131	109	1	5
Do. ...	American Mission School	1	...	...	...	1	247	114	1	362	379	318	2	9
Firozpur ...	Anglo Vernacular School in the City	1	...	...	...	1	62	66	16	144	99	88	...	6
Do. ...	Ditto Cantonment ...	1	...	...	...	1	149	44	6	199	146	119	...	8
Gurdáspur ...	Regimental School, 4th Gurkhas, Bakloh	1	...	...	...	1	59	3	...	62	53	48	...	3
Amritsar ...	Church Mission School Majíthá	1	...	...	...	1	110	16	...	126	125	90	1	4
	Total ...	18	...	...	...	18	1,359	657	76	2,092	1,899	1,556	16	83
	Ráwalpindi Circle.													
Ráwalpindi ...	American Presbyterian Mission School	1	...	...	...	1	54	14	...	68	73	53	...	3
Peshawar ...	Church Mission School in Cantonment	1	...	...	...	1	65	30	3	98	89	66	1	4
Do. ...	Vernacular School in the City	1	...	...	...	1	116	220	14	350	294	238	...	11
Gujrát ...	Church of Scotland Mission School	1	...	...	...	1	42	81	1	124	121	99	2	4
	Total ...	4	...	...	...	4	277	345	18	640	577	456	3	22
	Multán Circle.													
Multán ...	Church Mission School in the City	1	...	...	...	1	91	48	1	140	135	104	3	5
Do. ...	Church Mission School Shujábad	1	...	...	...	1	122	23	2	147	138	106	1	4
Do. ...	Anglo Vernacular School Multán Cantonment ...	1	...	...	...	1	59	46	1	106	106	84	...	4
D. G. Khán ...	Vernacular School Jámpur	1	...	...	...	1	49	44	2	95	89	76	...	3
Do. ...	Ditto Chotí	1	...	...	...	1	12	52	...	64	63	56	...	3
Do. ...	Ditto Mangrothá	1	...	...	...	1	26	38	...	64	63	57	...	2
Do. ...	Anglo Vernacular School Rájanpur	1	...	...	...	1	63	40	2	105	110	86	...	4
D. I. Khán ...	Church Mission School	1	...	...	...	1	252	92	3	347	342	290	4	11
Bannú ...	Church Mission School	1	...	...	...	1	29	33	1	63	71	53	2	3
Jhang ...	Anglo Vernacular School Magyáná	1	...	...	...	1	167	61	21	249	246	214	...	8
Do. ...	Ditto Shorkot	1	...	...	...	1	70	29	...	99	100	77	...	6
Do. ...	Vernacular School Ahmadpur	1	...	...	...	1	67	28	3	98	99	79	...	4
Do. ...	Ditto Chiniot	1	...	...	...	1	127	45	2	174	175	145	...	6
	Total ...	13	...	...	...	13	1,134	579	38	1,751	1,737	1,427	10	63
	Grand Total ...	48	1	...	...	49	3,956	2,051	201	6,208	5,857	4,772	34	227
Lahore ...	Lahore High School	...	...	...	1	1	...	...	52	52	43	33	3	...
Murree ...	Sir Henry Lawrence Memorial Asylum	...	...	...	1	1	...	...	124	124	128	126	5	1
	Total ...	48	1	...	2	51	3,956	2,051	377	6,384	6,028	4,931	42	228

Note.—For posting figures from this return to Imperial Return No. 3.

Of the 51 schools, the Murree Asylum is for Europeans, 38 are Anglo-Ver. schools; and the following 12 are Vernacular schools—Gurgáon district, (1) Firozpur (2) Palwal (3) Farrukhnagar (4) Sohná—Ludiána district, (5) Jagraon (6) Rai Kot (7) Khana Kalan (8) Peshawar City school. In Dera Ghazi Khan district, (9) Jampur, (10) Chote, (11) Mangrota. In Jhang district, (12) Ahmadpur.

1 Murree Asylum, ...
12 Vernacular schools,... ... ...
38 Anglo Vernacular schools
Spent from General Local Fund on Majitha school, ...

Class in the Panjab for the year 1873-74.

15	16	17	18	19	20	21	22	23	24	25	26	27	28
Expenditure.						*Number of pupils instructed in*							
From private sources.	From fees.	*From grant-in-aid.* Provincial Services.	*From grant-in-aid.* District Funds.	Total.	Monthly rate of schooling fee.	English.	Urdu.	Hindi (Nagri).	Hindi (Lande Mahajni, &c.)	Arabic.	Persian.	Sanskrit.	REMARKS.
1,869 11 0	410 2 0	1,920 0 0	... ...	4,199 13 0	1 Re. to 2 anas.	128	35	19	...	...	128	...	
817 8 0	305 11 0	960 0 0	... ...	2,083 3 0	1 Re. to 1 ana.	190	190	...	...	...	127	...	
168 10 0	59 10 0	295 0 0	... ...	463 4 0	8 anas.	7	67	...	5	...	17	...	
311 15 0	48 1 0	360 0 0	... ...	720 0 0	2 to 1 ana.	45	27	...	...	...	16	...	
320 1 0	9 3 0	300 0 0	... ...	629 4 0	Do.	15	34	3	...	...	22	...	
1,065 0 0	319 0 0	1,332 0 0	... ...	2,716 0 0	3 Rs. to 1 ana.	81	81	...	...	...	...	81	
673 12 0	... ...	357 15 0	... ...	1,031 11 0	8 to 1 ana.	...	152	20	...	...	74	...	
422 6 0	196 4 0	422 6 0	... ...	1,041 0 0	2 to 1 ana.	...	96	53	...	...	54	...	
407 8 0	... ...	407 8 0	... ...	815 0 0	Do.	...	66	38	...	...	21	...	
407 14 0	1 0 0	... ...	407 13 0	816 11 0	Do.	...	75	27	12	...	32	...	
592 10 0	91 5 0	564 2 0	... ...	1,248 1 0	8 to 1 ana.	50	106	33	11	...	81	...	
235 15 0	236 7 0	356 8 0	... ...	828 14 0	2 to 1 ana.	...	174	...	...	...	72	...	
235 14 0	91 5 0	296 2 0	... ...	623 5 0	Do.	...	158	...	...	...	51	...	
239 8 0	165 11 0	298 7 0	... ...	703 8 0	Do.	...	137	...	...	...	38	...	
7,767 15 0	1,933 14 0	7,810 0 0	407 13 0	17,919 10 0	...	516	1,400	193	28	...	733	81	
679 15 0	175 4 0	840 0 0	... ...	1,695 3 0	8 to 1 ana.	80	24	...	...	...	56	...	
1,025 13 0	54 2 0	1,080 0 0	... ...	2,159 15 0	3 anas to 6 pies.	38	45	49	...	...	26	...	
260 10 0	34 7 0	180 0 0	... ...	475 1 0	3 anas to 6 pies.	43	33	...	...	...	23	...	
921 7 0	67 15 0	480 0 0	... ...	1,469 6 0	1 ana.	24	111	18	25	...	81	5	
76 8 0	37 0 0	113 8 0	... ...	227 0 0	1 Re. to 4 anas.	116	116	...	...	...	116	...	Closed in May 1873, and reopened in February 1874.
2,458 5 0	211 5 0	2,040 0 0	... ...	4,709 10 0	8 to 1 ana.	75	62	...	...	6	63	...	
524 13 0	143 6 0	615 0 0	... ...	1,283 3 0	Do.	47	67	...	...	...	61	...	
1,046 14 0	45 0 0	600 0 0	... ...	1,691 14 0	2 to ½ ana.	31	62	...	20	...	42	...	
... ...	367 6 0	360 0 0	... ...	727 6 0	3 Rs. to 6 anas.	66	...	...	...	...	...	...	
254 0 0	116 0 0	360 0 0	... ...	730 0 0	3 anas.	66	...	...	...	...	...	...	
840 0 0	94 8 0	840 0 0	... ...	1,774 8 0	2 to 1 ana.	50	78	...	...	...	50	...	
... ...	392 7 0	275 0 0	... ...	667 7 0	2½ Rs. to 6 anas.	116	116	...	...	80	114	...	
741 3 0	235 9 0	960 0 0	... ...	1,936 12 0	8 to 1 ana.	71	74	...	...	...	71	...	
2,847 3 0	277 4 0	1,020 0 0	... ...	4,144 7 0	1 Re. to 3 pies.	109	216	...	103	...	147	...	
979 7 0	291 7 0	1,289 5 0	*276 15 0	2,837 2 0	1 Re. to 1 ana.	144	144	...	...	...	144	...	*Scholarships.
656 11 0	272 10 0	540 0 0	... ...	1,469 5 0	1-4-0 to 1 ana.	47	145	...	54	...	77	...	
281 2 0	97 6 0	305 13 0	... ...	684 5 0	1 Re. to 1½ ana.	40	62	00	...	...	26	...	
339 11 0	31 7 0	*282 0 0	... ...	653 2 0	1 ana.	42	78	...	48	...	42	...	† From 1st September '73 (before which date it was a Govt. school) paid from General Local Fund.
13,933 10 0	2,944 7 0	12,180 10 0	*276 15 0	29,335 10 0	...	1,205	1,433	97	250	86	1,089	5	
164 1 0	100 4 0	264 7 0	... ...	528 12 0	8 to 1 ana	64	68	...	...	...	32	...	
773 6 0	141 5 0	720 0 0	... ...	1,634 11 0	4 to 1 ana	98	98	...	...	...	61	...	
1,003 9 0	55 2 0	1,003 8 0	... ...	2,062 3 0	1 ana to 6 pies	...	296	16	11	3	80	27	
944 0 0	81 13 0	570 0 0	... ...	1,595 13 0	4 to 1 ana	40	124	...	...	...	72	...	
2,885 0 0	378 8 0	2,557 15 0	... ...	5,821 7 0	...	202	586	16	11	3	245	27	
1,766 12 0	110 14 0	1,244 12 0	... ...	3,122 6 0	4 anas to 6 pies.	63	140	...	...	3	94	...	
780 0 0	30 12 0	420 0 0	... ...	1,230 12 0	Do.	31	68	...	79	...	37	...	
401 12 0	252 8 0	654 4 0	... ...	1,308 8 0	2 Rs. to 1 ana.	36	52	...	...	...	54	...	
8 0 0	... ...	11 12 0	640 4 0	660 0 0	8 to 2 anas.	...	75	...	20	...	34	...	
30 0 0	... ...	8 0 0	529 5 0	567 5 0	Do.	...	64	...	...	...	31	...	
... 4 0	... ...	8 12 0	519 12 0	528 12 0	Do.	...	64	...	...	...	25	...	
... ...	... ...	14 11 0	1,377 0 0	1,391 14 0	8 to 2 anas.	26	65	...	40	...	31	...	
2,300 14 0	833 7 0	2,545 0 0	... ...	5,179 5 0	2 Rs. to 3 pies.	114	307	...	50	...	97	...	
772 4 0	103 14 0	785 0 0	... ...	1,661 2 0	1 Re. to 6 pies.	11	56	...	...	...	23	...	
1,022 2 0	... .	1,018 8 0	198 0 0	2,238 10 0	2 to 1 ana.	91	249	...	...	...	118	...	
614 10 0	... .	18 3 0	603 4 0	1,236 1 0	Do.	52	99	...	...	...	73	...	
314 15 0	... ...	... ...	300 0 0	614 15 0	Do.	...	98	...	...	...	73	...	
563 9 0	1 10 0	525 3 0	60 0 0	1,150 6 0	2 to 1 ana.	49	174	...	...	...	101	...	
8,575 2 0	833 1 0	7,254 4 0	4,227 9 0	20,890 0 0	...	473	1,511	...	189	3	821	...	
33,151 11 0	6,089 14 0	29,802 13 0	4,912 5 0	73,966 11 0	...	2,396	4,930	306	478	92	2,888	113	
296 5 0	2,989 2 0	2,770 0 0	... ...	6,055 7 0	...	52	52	...	...	...	10	...	
17,237 12 0	3,057 0 0	19,800 0 0	... ...	40,094 12 0	...	124	72	...	...	...	...	...	
50,695 12 0	12,136 0 0	52,372 13 0	4,912 5 0	1,20,116 14 0	...	2,572	5,054	306	478	92	2,898	113	
17,237 12 0	3,057 0 0	19,800 0 0	... ...	... ...									
3,979 4 0	746 0 0	3,170 14 0	2,397 2 0	40,094 12 0									
29,478 12 0	8,333 0 0	29,401 15 0	2,515 3 0	10,293 4 0									
... ...	... ...	282 0 0	282 0 0	69,728 14 0									
		29,119 15 0	2,797 3 0										

Statement of Grant-in-aid schools of the Lower Class

1		2	3	4	5	6	7	8	9	10	11	12
Name of Institution.		*For what religion.*					*Number of pupils on the rolls at the close of the year.*					
		General.	Hindús.	Muhammadans.	Christians.	Total.	Hindús.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.
	Ambala Circle.											
Ambálá	American Presbn. Mission Branch Schl. City	3	...	...	...	3	70	81	...	151	150	130
Ditto	Ditto Ditto Cantonment ...	1	...	...	...	1	90	20	...	110	123	103
Ditto	Branches of Zil' school Jagádhrí ...	5	...	...	...	5	417	44	26	487	497	378
Ditto	Ditto ditto Rupar ...	3	...	...	...	3	248	102	10	360	330	246
Ludhiáná	American Presbn. Misson Branch Schools,	4	...	...	...	4	59	91	...	150	170	134
Simlá	Lower department zil' school ...	1	...	...	...	1	44	33	1	78	74	50
Ditto	Church Mission schools Kotgarh ...	10	...	...	...	10	175	...	6	181	149	94
Dehlí	S. P. G. Mission Branch Schools ...	8	...	...	...	8	610	149	11	770	604	400
Ditto	Vernacular schools (Branches to zil' school)	5	...	...	...	5	303	63	1	367	386	314
Ditto	Baptist Mission Schools for low caste boys	21	...	...	...	21	3	5	418	426	275	217
Karnál	Branches to zil' school	3	...	...	...	3	103	54	...	157	171	147
Gurgáon	Branches of zil' school Rewári ...	5	...	...	...	5	243	88	...	331	318	274
Ditto	Vernacular school Sháhjahánpur ...	1	...	...	...	1	28	3	...	31	37	25
Hissár	Branches of zil' school, Bhiwání ...	4	...	...	...	4	346	15	...	361	283	196
Rohtak	Ditto ditto Rohtak ...	4	...	...	...	4	190	115	2	307	300	215
	Total, ...	78	...	...	...	78	2,929	863	475	4,267	3,867	2,923
	Lahore Circle.											
Jálandhar	American Presbn. Mission Branch schools	2	...	...	...	2	130	91	...	221	176	155
Ditto	Branches of zil' school Ráhun ...	4	...	...	...	4	241	54	3	298	321	253
Ditto	Ibráhim's school	1	...	...	...	1	13	64	1	78	58	48
Hushiárpur	Branches of zil' school	5	...	...	...	5	160	100	9	269	290	248
Kángrá	Church Mission Branch School ...	1	...	...	...	1	30	1	...	31	36	26
Ditto	Branches of zil' school Núrpur ...	4	...	...	...	4	192	58	2	252	274	208
Ditto	Primary School, British Láhaul ...	1	...	...	...	1	54	...	...	54	89	59
Ditto	School at Kailang...	1	...	...	...	1	32	...	...	32	41	22
Amritsar	Church Mission Branch Schools ...	6	...	...	...	6	585	6	...	591	590	475
Ditto	Branches of zil' school	7	...	...	...	7	726	247	151	1,124	1,158	964
Gurdáspur	Branches of zil' school Bátala ...	4	...	...	...	4	198	129	14	341	337	285
Ditto	Muhammad Alí's school at Fathgarh ...	1	...	...	...	1	28	32	...	60	72	63
Lahore	American Presbn. Mission Branch Schools,	20	...	...	...	20	758	264	1	1,023	989	908
Ditto	Lower Department zil' school and branches,	5	...	...	...	5	182	370	19	571	516	425
Firozpur	Branches of middle school ...	4	...	...	...	4	232	144	24	400	392	322
Gujránwála	Branches of zil' School ...	4	...	...	...	4	195	84	31	310	257	212
Lahore	Agri-horticultural society's school ...	1	...	...	...	1	1	23	...	24	23	19
Kángrá	Anglo vernacular school Kanyárá ...	1	...	...	...	1	19	3	4	26	29	25
	Total, ...	72	...	...	...	72	3,776	1,670	259	5,705	5,648	4,717
	Rawalpindi Circle.											
Ráwalpindí	American Presbn. Mission Branch School,	1	...	...	...	1	15	27	1	43	61	47
Gujrát	Branches of zil' school	4	...	...	...	4	116	82	15	213	286	250
Peshawar	Church Mission Branch School ...	1	...	...	...	1	45	66	...	111	90	67
Ditto	Regtl. School Corps of Guides, Mardan ...	1	...	...	...	1	12	29	31	72	48	39
Kohát	Branch to zil' school	1	...	...	...	1	22	47	11	80	93	69
Jhelam	Lower department of zil' school ...	1	...	...	...	1	81	95	2	178	187	155
Sháhpur	Bherá zil' school, Lower dept., and Branch	2	...	...	...	2	137	64	5	206	192	146
Sháhpur	Anglo-Vernacular School	1	...	...	...	1	38	23	4	65	55	43
	Total, ...	12	...	...	...	12	466	433	69	968	1,012	816
	Multan Circle.											
Multán	Branches of zil' school	5	...	...	...	5	222	74	4	300	287	242
Jhang	Branches of zil' school	2	...	...	...	2	159	56	1	216	220	193
Derah Gházi Khán ...	Primary Schools	26	...	...	...	26	253	634	...	887	815	687
Ditto	Branches of zil' school	5	...	...	...	5	197	116	5	318	337	292
	Total ...	38	...	...	...	38	831	880	10	1,721	1,659	1,414
	Grand Total ...	200	...	...	...	200	8,002	3,846	813	12,661	12,186	9,870
Lahore	Saint James' (late Free) school	...	...	...	1	1	...	...	38	38	32	27
	Total ...	...	...	...	1	201	8,002	3,846	851	12,699	12,218	9,897

in the Panjab for the year 1873-74.

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Teachers.		*Expenditure.*						*Number of pupils instructed in*							
				From grant in-aid.											
Christians.	Others.	From private sources.	From fees.	Provincial Services.	District Funds.	TOTAL.	Monthly rate of schooling fee.	English.	Urdú.	Hindí (Nagri.)	Hindí (Lande Mahájní &c.)	Arabic.	Persian.	Sanskrit.	REMARKS.
1	8	389 3 0	88 7 0	360 0 0	... ...	837 10 0	2 as. to 6 pies.	25	107	...	19	...	25	...	
1	3	237 1 0	63 14 0	200 0 0	... ...	540 15 0	1 to ½ ana.	...	46	64	64	...	15	...	
...	13	432 2 0	410 7 0	915 12 0	... ...	1,758 5 0	4 to 1 ana.	...	487	...	371	...	53	...	
...	7	470 0 0	110 13 0	348 0 0	... ...	928 13 0	4 to ½ ana.	...	221	31	118	...	40	...	
1	8	812 12 0	118 0 0	300 0 0	... ...	1,230 12 0	1 to ½ ana.	85	118	...	...	...	32	...	
...	2	88 0 0	93 11 0	156 4 0	... ...	337 15 0	1 Re. to 1 ana.	...	78	...	...	...	31	...	
2	10	1,960 0 0	... ...	360 0 0	... ...	2,320 0 0	...	12	22	181	...	...	...	...	
1	25	1,860 3 0	481 7 0	1,458 4 0	... ...	3,799 14 0	1 Re. to 6 pies.	230	592	22	...	...	141	...	
...	16	1,800 0 0	508 11 0	1,530 0 0	... ...	3,838 11 0	8 to 2 anas.	...	367	...	...	...	154	...	
21	4	923 8 0	3 12 0	300 0 0	... ...	1,227 4 0	...	19	78	329	...	...	...	...	
...	7	480 0 0	175 0 0	641 15 0	... ...	1,296 15 0	4 to 1 ana.	...	133	24	...	...	37	...	
...	7	537 15 0	259 10 0	821 8 0	... ...	1,619 1 0	1 Re. to 6 pies.	...	331	...	...	...	61	...	
...	1	112 15 0	5 7 0	... ...	112 15 0	231 5 0	1 ana.	...	16	15	...	...	...	...	
...	6	370 3 0	136 11 9	371 0 0	... ...	877 14 0	2 to 1 ana.	...	141	...	220	...	44	...	
...	8	470 0 0	284 7 0	710 5 0	... ...	1,464 12 0	4 to 1 ana.	...	267	26	14	...	60	...	
27	125	10,943 14 0	2,740 5 0	8,513 0 0	112 15 0	22,310 2 0	...	371	3,004	692	798	...	693	...	
...	6	196 4 0	76 11 0	210 0 0	... ...	482 15 0	2 to 1 ana.	134	95	...	...	...	126	...	
...	8	370 0 0	282 9 0	580 8 0	... ...	1,233 1 0	3 to 1 ana.	...	237	...	88	...	93	...	
...	2	... ...	26 11 0	180 0 0	... ...	206 11 0	1 ana.	...	78	...	...	...	32	...	
...	13	600 0 0	299 14 0	851 11 0	... ...	1,751 9 0	8 to 1 ana.	...	269	...	...	...	90	...	
1	1	110 2 0	9 14 0	120 0 0	... ...	240 0 0	1½ to ½ ana.	...	13	16	...	...	2	...	
...	11	720 0 0	113 1 0	833 3 0	... ...	1,666 4 0	4 as. to 3 pies.	...	148	70	41	...	46	13	
...	1	190 0 0	... ...	... ...	300 0 0	490 0 0	...	...	54	...	...	...	...	...	
...	1	137 0 0	... ...	... ...	298 0 0	435 0 0	...	...	32	...	...	...	...	...	
2	12	1,353 9 0	324 ... 0	1,680 0 0	... ...	3,357 9 0	1½ to ½ ana.	119	298	...	501	31	...	...	
...	34	2,039 11 0	1,891 1 0	3,872 0 0	... ...	7,802 12 0	1 Re. to 1 ana.	...	766	...	358	...	203	...	
...	15	596 0 0	320 15 0	895 0 0	... ...	1,811 15 0	8 to 1 ana.	...	328	13	...	...	62	...	
...	1	32 0 0	... ...	... ...	120 0 0	152 0 0	...	...	60	...	...	...	...	...	
2	53	1,427 1 0	1,110 0 0	2,100 0 0	... ...	4,637 1 0	1 to ½ ana.	800	585	...	414	...	332	...	
...	16	600 0 0	1,022 3 0	1,224 2 0	... ...	2,846 5 0	1 Re. to 1 ana.	...	571	...	...	...	140	...	
...	11	640 7 0	313 10 0	757 0 0	... ...	1,711 1 0	4 to 1 ana.	...	316	48	36	...	92	...	
...	11	726 9 0	293 14 0	942 7 0	... ...	1,962 14 0	1 Re. to 1 ana.	...	178	...	132	...	57	...	
...	1	110 0 0	... ...	110 0 0	... ...	220 0 0	...	24	24	...	...	...	...	...	
...	1	181 11 0	... ...	... ...	180 0 0	361 11 0	...	8	26	...	...	...	16	...	
5	198	10,030 6 0	6,084 7 0	14,355 15 0	898 0 0	31,368 12 0	...	1,085	4,078	147	1,570	31	1,291	13	
...	2	146 0 0	73 9 0	219 9 0	... ...	439 2 0	8 to 1 ana.	6	43	...	...	...	12	...	
...	10	498 0 0	467 2 0	552 0 0	... ...	1,517 2 0	10 to 3 as.	...	213	...	50	...	72	...	
...	4	567 13 0	24 7 0	420 0 0	... ...	1,012 4 0	½ ana.	17	111	...	...	...	69	...	
...	2	... ...	172 14 0	172 14 0	... ...	345 12 0	1 Re. to 2 as.	...	62	...	...	...	10	...	
...	2	184 12 0	... ...	143 15 0	... ...	328 11 0	1 Re. to 1 ana.	...	80	...	...	...	22	...	
...	3	265 12 0	234 4 0	265 12 0	... ...	765 12 0	1 Re. to 1 ana.	...	178	...	...	...	28	...	
...	5	462 0 0	95 6 0	252 0 0	... ...	809 6 0	1 to ½ ana.	...	153	12	...	...	41	12	
...	4	591 7 0	74 0 0	... ...	240 0 0	905 7 0	1 Re. to 2 as.	22	66	...	...	...	31	...	
...	32	2,715 12 0	1,141 10 0	2,026 2 0	240 0 0	6,123 8 0	...	45	905	12	50	...	285	12	
...	15	960 0 0	218 6 0	756 0 0	... ...	1,934 6 0	8 to ½ ana.	...	300	...	...	...	64	...	
...	3	222 8 0	89 14 0	231 11 0	... ...	554 1 0	2 to 1 ana.	...	167	31	38	...	64	19	
...	29	1,202 5 0	... ...	133 15 0	3,992 12 0	5,329 0 0	8 to 2 as.	...	887	...	...	...	387	...	
...	12	719 15 0	362 14 0	720 0 0	... ...	1,802 13 0	1 Re. to 1 ana.	...	281	...	37	...	67	...	
...	59	3,114 12 0	671 2 0	1,841 10 0	3,992 12 0	9,620 4 0	...	...	1,635	31	75	...	582	19	
32	414	26,804 12 0	10,637 8 0	26,736 11 0	5,243 11 0	69,422 10 0	...	1,501	9,622	882	2,493	31	2,851	44	
1	...	801 12 0	158 12 0	600 0 0	... ...	1,560 8 0	...	38	...	...	...	...	...	...	
33	414	27,606 8 0	10,796 4 0	27,336 11 0	5,243 11 0	70,983 2 0	...	1,539	9,622	882	2,493	31	2,851	44	

Statement of Grant-in-aid Female Schools

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion.					Number of pupils on the rolls at the close of the year.					
Name of Institution.		General.	Hindus.	Muhammadans.	Christians.	Total.	Hindus.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly.	Average daily attendance.
	Ambála Circle.											
Simlá ...	American Presbyterian Mission School, Sabáthu,	1	...	...	...	1	13	3	1	17	19	15
Do.	Church Mission School, Kotgarh	3	...	...	...	3	12	...	5	17	22	18
Delhí ...	S. P. G. Mission Schools	4	...	...	...	4	10	102	...	112	108	89
Do.	S. P. G. Mission Industrial School	1	...	...	...	1	...	22	...	22	21	16
Do.	S. P. G. Mission Zanána Classes	1	...	...	...	1	97	75	...	172	150	136
Karnál ...	School at Kaithal	...	1	...	...	1	38	...	...	38	45	28
Do.	S. P. G. Mission Zanána Classes	1	...	...	...	1	10	7	...	17	15	15
Hissár ...	School at Hissár	1	...	...	...	1	12	...	...	12	13	9
Rohtak ...	School at Bahádargarh	...	...	1	...	1	...	18	...	18	18	12
Gurgáon ...	School at Rewári	...	...	1	...	1	...	19	...	19	21	12
	Total ...	12	1	2	...	15	192	246	6	444	432	350
	Lahore Circle.											
Jálandhar ...	Hindú Female Schools	...	26	...	...	26	522	...	10	532	575	504
Hushiárpur ...	American Presbyterian Mission School ...	...	1	...	...	1	51	...	...	51	49	34
Kángrá ...	Church Mission Schools	3	...	...	...	3	67	...	...	67	23	20
Do.	District Schools	4	3	...	...	7	140	10	...	150	151	112
Amritsar ...	Church Mission Orphanage	...	...	...	1	1	...	...	38	38	32	25
Do.	Lady Lawrence Girls' Schools	12	...	...	...	12	71	73	369	513	348	272
Do.	Primary Female Schools in the City	...	23	13	...	36	768	342	...	1,110	1,111	828
Lahore ...	Ditto ditto	...	5	4	...	9	82	92	...	174	172	149
Do. ...	Indian Fem. Nor. Sch. & Instn. Society's Schools.	...	...	8	...	8	...	162	...	162	149	127
Firozpur ...	City Schools	...	...	3	...	3	...	74	...	74	73	48
Siálkot ...	District Schools	38	...	...	...	38	328	541	18	887	944	685
Gujránwála ...	City Schools	6	...	...	...	6	74	81	...	155	169	133
	Total ...	63	58	28	1	150	2,103	1,375	435	3,913	3,796	2,937
	Ráwalpindi Circle.											
Ráwalpindí ...	American Presbyterian Mission School ...	...	1	...	...	1	41	...	...	41	52	36
Do.	Bedi Khem Singh's Schools	27	6	...	...	33	1,120	127	...	1,247	1,209	932
Jhelam ...	Ditto ditto	4	14	...	...	18	551	66	...	617	640	513
Peshawar ...	Church Mission Schools	2	...	...	...	2	17	81	5	103	100	83
	Total ...	33	21	...	...	54	1,729	274	5	2,008	2,001	1,564
	Multán Circle.											
Multán ...	Church Mission Schools	4	...	...	...	4	...	79	...	79	78	70
	Grand Total ...	112	80	30	1	223	4,024	1,974	446	6,444	6,307	4,921
Simlá ...	A. Panjab Girls' School	...	...	...	1	1	...	...	43	43	45	45
Do. ...	A. Roman Catholic Female Orphanage ...	...	...	...	1	1	...	...	127	127	125	125
Do. ...	Mayo Industrial School for girls	...	...	...	1	1	...	...	38	38	36	35
Delhí ...	A. European Girls' School	...	...	...	1	1	...	...	24	24	16	12
Lahore ...	A. Anarkali Girls' School	...	...	...	1	1	...	...	35	35	29	26
Do. ...	Native Christian Girls' School	...	...	...	1	1	...	...	29	29	19	18
Do. ...	A. Naulakha and Donald Town Girls' School ...	...	...	...	1	1	...	...	30	30	26	16
Gujránwála ...	Girls' School (for Natives of India)	...	...	...	1	1	...	...	23	23	21	20
	Murree-cum-Ráwalpindi School	...	...	...	1	1	...	...	34	34	39	38
	Total ...	112	80	30	10	232	4,024	1,974	829	6,827	6,663	5,256
	Schools for Native Girls	...	...	...	...	...	...	...	...	...	...	...
	Native Christian Girls' School, Lahore ...	...	...	...	...	...	...	...	...	...	...	...
	Girls' School, Gujránwála	...	...	...	...	...	...	...	...	...	...	...
	Schools for European Girls, marked A. ...	...	...	...	The se fi	Do.	gures	Do.	are she	wn in	Retur	n No. B. 3.

of the Lower Class for the year 1873-74.

13	14	15			16			17			18			19			20	21	22	23	24	25	26	27
TEACHERS.		EXPENDITURE.																NUMBER OF PUPILS INSTRUCTED IN						
								From Grant-in-aid.																
Christians.	Others.	From Private sources.			From Fees.			Provincial Services.			District Funds.			TOTAL.			Monthly rate of schooling fee.	English.	Urdu.	Hindi (Nagri).	Hindi (Lande Mahajni, &c.)	Arabic.	Persian.	Sanskrit.
1	1	180	0	0	...	...	...	180	0	0	...	...	...	360	0	0	...	...	8	13	1	...	...	...
1	2	156	0	0	...	...	...	120	0	0	...	...	...	276	0	0	...	...	...	17	...	...	...	...
1	7	1,158	6	0	...	...	...	1,047	0	0	...	...	...	2,205	6	0	...	...	102	10	...	...	...	...
1	1	496	10	0	...	...	...	304	4	0	...	...	...	800	14	0	...	Girls'	employed on		man	ual lab	or,	
15	2	4,892	11	0	...	...	...	1,465	0	0	...	...	...	6,357	11	0	...	...	75	82	15	...	...	...
...	1	114	7	0	...	...	...	114	7	0	...	...	...	228	14	0	...	...	...	32	6	...	...	...
1	1	601	0	0	...	...	...	308	0	0	...	...	...	909	0	0	...	...	7	10	...	...	...	...
...	1	95	0	0	...	...	...	105	0	0	...	...	...	200	0	0	...	...	...	12	...	...	...	...
...	1	89	4	0	...	...	...	87	4	0	...	...	...	176	8	0	...	...	18	...	...	...	3	...
...	1	84	0	0	...	...	...	90	0	0	...	...	...	174	0	0	...	...	19	...	...	...	...	...
20	18	7,867	6	0	...	...	...	3,820	15	0	...	...	...	11,688	5	0	...	...	224	176	22	...	3	...
...	26	915	0	0	...	...	...	499	4	0	445	12	0	1,890	0	0	...	...	...	341	...	...	...	191
...	2	192	0	0	...	...	...	192	0	0	...	...	...	384	0	0	...	...	...	47	4	...	...	...
2	1	192	2	0	...	...	...	180	0	0	...	...	...	372	2	0	...	...	44	23	...	...	...	...
...	7	285	7	0	11	11	0	125	7	0	100	0	0	522	9	0	...	...	9	138	2	1	...	1
3	...	1,450	4	0	...	...	...	720	0	0	...	...	...	2,170	4	0	...	18	38	...	...	...	...	...
2	10	2,136	1	0	...	...	...	1,092	0	0	...	...	...	3,228	1	0	...	...	58	45	296	...	...	...
...	36	3,073	11	0	...	...	...	3,073	11	0	...	...	...	6,147	6	0	...	...	342	237	531	...	55	...
...	9	1,314	12	0	...	...	...	1,314	12	0	...	...	...	2,629	8	0	...	...	92	67	15	...	...	...
2	8	1,656	11	0	...	...	...	440	0	0	...	...	...	2,096	11	0	...	...	162	...	...	...	...	...
...	3	164	4	0	...	...	...	164	4	0	...	...	...	328	8	0	1 anna.	...	74	...	...	...	14	...
...	38	2,099	13	0	...	...	...	1,357	7	0	741	10	0	4,198	14	0	...	...	541	346	...	...	94	...
...	9	480	0	0	...	...	...	420	0	0	...	...	...	900	0	0	...	...	69	...	64	12	...	10
9	149	13,990	1	0	11	11	0	9,578	13	0	1,287	6	0	24,867	15	0	...	18	1,429	1,244	912	13	163	202
1	2	158	2	0	...	...	...	158	1	0	...	...	...	316	3	0	...	...	...	2	38	...	...	...
...	39	2,620	0	0	...	...	...	480	0	0	1,674	0	0	4,774	0	0	...	...	121	1,120	168	127	18	15
...	19	1,116	0	0	...	...	...	258	0	0	1,440	0	0	2,814	0	0	...	...	66	451	10	66	...	...
5	6	1,321	3	0	...	...	...	720	0	0	...	...	...	2,041	3	0	...	...	99	...	...	...	32	...
6	66	5,215	5	0	...	...	...	1,616	1	0	3,114	0	0	9,945	6	0	...	...	286	1,573	216	193	50	15
1	4	402	11	0	...	...	...	300	0	0	...	...	...	702	11	0	...	...	79	...	...	...	...	...
36	237	27,475	7	0	11	11	...	15,315	13	0	4,401	6	0	47,204	5	0	...	18	2,018	2,993	1,150	206	216	217
4	...	...	...	..	4,258	11	0	3,600	0	0	...	...	...	7,858	11	0	...	43	4	...	..	...	...	...
12	...	3,812	0	0	...	...	...	3,150	0	0	...	...	...	6,962	0	0	...	127	...	...	..	...	...	...
3	...	668	0	0	534	...	0	873	12	0	...	..	..	2,075	12	0	...	38	...	...	..	...	...	...
2	...	426	1	0	235	1	0	330	0	0	...	...	...	991	5	0	...	24	...	...	...	...	...	...
2	...	...	..		1,116	8	0	840	0	0	...	...	...	1,956	8	0	...	35	...	...	...	...	...	...
3	1	488	1	0	190	12	0	150	0	0	...	...	...	828	13	0	...	29	29	...	...	...	6	...
2	...	1,815	12	0	405	8	0	1,080	0	0	...	...	...	3,331	4	0	...	30	...	...	...	...	...	...
2	...	504	0	0	...	...	...	480	0	0	...	...	...	984	0	0	...	23	...	...	...	...	...	...
2	...	127	0	0	3,393	6	0	3,000	0	0	...	...	...	6,520	6	0	...	34	...	...	...	...	..	...
69	238	35,346	5	0	10,145	12	0	28,819	9	0	4,401	6	0	78,713	0	0	...	401	2,051	2,993	1,150	206	222	217
...	...	27,475	7	0	11	11	0	15,315	13	0	4,401	6	0	47,204	5	0								
...	...	488	1	0	190	12	0	150	0	0	...	...	0	828	13	0								
...	...	504	0	0	...	...	...	480	0	0	...	...	0	984	0	0								
...	...	28,467	8	0	202	7	0	15,945	13	0	4,401	6	0	49,017	2	0								
...	...	6,083	13	0	6,015	15	0	9,000	0	0	...	...	...	21,099	12	0								

Statement of Grant-in-aid Normal

1		2	3	4	5	6	7	8	9	10	11	12
		For what religion.					Number of pupils on rolls at close of the year					
	Name of Institution.	General.	Hindus.	Muhammadans.	Christians.	Total.	Hindus.	Muhammadans.	Others.	Total.	Average number of pupils on the rolls monthly	Average daily attendance.
	Ambála Circle.											
Dehli ...	S. P. G. Mission Female Normal School	1	...	...	...	1	51	14	...	65	66	51
	Lahore Circle.											
Lahore ...	Female Normal school	1	...	...	...	1	34	25	...	59	62	51
Amritsar ...	Do. Do.	1	...	...	...	1	23	15	...	38	38	32
Ditto	Christian Vernacular Education Society's Normal School	1	...	...	...	1	14	16	2	32	31	23
Sialkot ...	Female Normal School	1	...	...	...	1	4	6	...	10	10	9
Jalandhar...	Indian Female Normal School ...	1	...	...	...	1	14	30	...	44	45	41
	Total ...	5	...	...	...	5	89	92	2	183	186	156
	Grand Total ...	6	...	...	...	6	140	106	2	248	252	207

Note for entries in Imperial return No. 3. School for Masters (Christian Vernacular Education Society's Normal School Amritsar)

Schools for Mistresses (the remaining) ... ...

Schools in the Panjáb for the year 1873-74.

13	14	15			16			17			18			19			20	21	22	23	24	25	26	27
Teachers.		Expenditure.																Number of pupils instructed in						
								From grant-in-aid.																
Christians.	Others.	From private sources.			From fees.			Provincial Services.			District Funds.			Total.			Monthly rate of schooling fee.	English.	Urdú.	Hindi (Nagrí.)	Hindi (Lande, Mahájní &c.)	Arabic.	Persian.	Sanskrit.
1	4	2,537	1	0	...	...	...	1,817	0	0	...	...	...	4,354	1	0	...	...	14	51	...	...	4	...
...	6	1,393	5	0	...	...	...	5,288	0	0	...	...	...	6,681	5	0	...	...	25	16	18	...	3	...
...	3	1,200	0	0	...	...	...	5,160	0	0	...	...	...	6,360	0	0	...	...	15	20	12	...	15	...
2	3	2,988	4	0	...	...	...	2,874	5	0	...	...	...	5,862	9	0	...		32	...	...	17	32	...
...	2	1,168	2	0	..	...	...	...	...	0	1,168	1	0	2,336	3	0	...	...	6	4	...	...	6	...
1	3	1,200	0	0	...	...	...	1,210	0	0	...	...	...	2,410	0	0	...	...	30	14	...	...	15	...
3	17	7,949	11	0	...	...	...	14,532	5	0	1,168	1	0	23,650	1	0	...	...	108	54	30	17	71	...
4	21	10,486	12	0	...	...	...	16,349	5	0	1,168	1	0	28,004	2	0	...	...	122	105	30	17	75	...
...	...	2,988	4	0	...			2,874	5	0		...	...	5,862	9	0								
...	...	7,498	8	0	...			13,475	0	0	1,168	0	0	22,141	9	0								

Statement of Indigenous Schools in

1	2	3	4	5	6	7		
		Number of pupils on the rolls.				*Expend-*		
DISTRICT.	Number of Schools.	Hindús.	Muhammadans.	Others.	Total.	From private sources.		
Ambálá Circle.								
Dehlí	37	405	227	.....	632	285	0	0
Gurgáon	33	493	92	.....	585	35	12	0
Karnál	37	286	290	.....	576	13	0	0
Rohtak	35	335	157	.....	492	.....	...	...
Hissár	10	249	17	.....	266	.....	...	...
Sársá	55	200	320	40	560	1,320	0	0
Ambálá	106	704	803	62	1,569	67	2	0
Ludhiáná	100	695	894	86	1,675	158	14	0
Simlá	3	.....	30	.....	30	.....	...	...
Total ...	416	3,367	2,830	188	6,385	1,879	12	0
Lahore Circle.								
Lahore	272	1,692	2,235	27	3,954	4,895	0	0
Gujránwálá	209	1,059	1,360	4	2,466	2,991	0	0
Firozpur	115	324	834	123	1,281	109	0	0
Amritsar	68	978	671	632	2,281	326	0	0
Gurdáspur	66	152	477	55	684	817	0	0
Jálandhar	332	.....	.....	.....	(a) 3,575	4,881	0	0
Kangra	4	91	4	.....	95	20	0	0
Hoshiárpur	255	.....	.....	.....	(a) 2,944	3,539	0	0
Siálkot	310	798	1,910	25	2,733	2,022	0	0
Total ...	1,631	5,094	7,491	909	20,013	19,600	0	0
Ráwalpindi Circle.								
Ráwalpindi	316	829	3,913	126	4,868	2,746	4	0
Jhelam	448	854	5,079	51	5,984	19,112	0	0
Gujrát	785	670	2,990	598	4,258	.....	...	...
Shahpur	138	436	2,134	.....	2,570	8,293	0	0
Peshawár	20	102	355	85	542	.....	...	...
Hazára	53	262	1,185	25	1,472	.....	...	...
Kohát	.....	.....	.....	.....	.....	.....	...	...
Total ...	1,760	3,153	15,656	885	19,694	30,151	4	0
Multán Circle.								
Multán	68	331	510	.....	841	621	0	0
Muzaffargarh	58	242	559	.....	801	1,767	0	0
Derah Ghází Khán	128	211	1,290	.....	1,501	.....	...	...
Derah Ismaíl Khán	92	357	571	.....	928	111	0	0
Montgomery	53	264	374	48	686	150	0	0
Jhang	132	691	1,302	45	2,038	2,533	0	0
Bannú	125	193	1,356	9	1,558	.....	...	...
Total ...	656	2,289	5,962	102	8,353	5,182	0	0
GRAND TOTAL ...	4,463	13,903	31,939	2,084	54,445	56,813	0	0

(a.) Detail not given in the statement received from the Inspector.

BENGAL SECRETARIAT LIBRARY

the Panjab for the year 1873-74.

8	9	10	11	12	13	14	15	16	17
iture.			*Number of persons instructed in*						
From Fees.	From Government.	Total.	English.	Urdu.	Hindi (Nagri.)	Handi (Lande Mahajni.)	Arabic.	Persian.	Sanskrit.
1,368 0 0	.....	1,653 0 0	9	56	47	295	160	102	19
46 13 0	.....	82 9 0	.....	31	84	230	23	227	.....
295 0 0	.....	308 0 0	.....	6	3	284	122	80	81
1,076 0 0	.....	1,076 0 0	.....	4	.....	235	127	94	39
922 0 0	.....	922 0 0	.....	.....	3	197	1	55	16
.....	.....	1,320 0 0	.....	15	25	200	285	20	15
200 5 11	.....	267 7 11	.....	63	61	586	508	318	109
13 4 0	40 0 0	212 2 0	119	38	34	224	795	123	193
.....	.....	.....	.....	.....	.....	.....	30	.....	.....
3,921 6 11	40 0 0	5,841 2 11	128	213	257	2,255	2,051	1,019	466
2,672 0 0	.....	7,567 0 0	406	128	4	1,096	1,678	614	28
363 0 0	.....	2,354 0 0	.....	211	248	304	770	518	.....
458 0 0	.....	567 0 0	.....	47	91	257	752	116	18
.....	.....	326 0 9	6	86	.....	917	390	251	231
.....	.....	317 0 0	.....	117	.....	124	125	310	8
.....	.....	4,881 0 0	.....	224	188	279	2,289	424	171
.....	.....	20 0 0	.....	.....	95	.....	.....	.....	.....
322 0 0	.....	3,861 0 0	.....	257	262	426	1,026	1,011	46
444 0 0	.....	2,466 0 0	.....	361	63	199	1,592	1,165	30
4,259 0 0	.....	23,859 0 0	412	1,431	951	3,602	8,622	4,409	532
66 0 0	.....	2,812 4 0	.....	191	310	365	2,535	1,295	172
.....	.....	19,112 0 0	.....	101	517	323	4,167	883	76
.....	.....	.....	.....	69	469	578	2,529	517	96
.....	.....	3,293 0 0	.....	15	309	.....	2,016	239	.....
69 0 0	.....	69 0 0	.....	.....	75	107	257	103	.....
.....	.....	.....	.....	.....	.....	287	945	240	.....
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
135 0 0	.....	30,286 4 0	.....	376	1,680	1,660	12,449	3,277	344
.....	.....	621 0 0	.....	.....	.....	173	296	288	84
50 0 0	.....	1,817 0 0	.....	.....	.....	187	360	237	17
.....	.....	.....	.....	12	.....	158	714	585	32
.....	.....	111 0 0	3	80	160	223	321	121	26
.....	.....	150 0 0	.....	39	.....	121	283	115	128
.....	.....	2,533 0 0	.....	16	28	306	1,063	536	89
.....	.....	.....	.....	.....	.....	96	1,354	97	11
50 0 0	.....	5,232 0 0	3	147	188	1,264	4,391	1,979	381
8,365 6 11	40 0 0	65,218 6 11	543	2,167	3,076	8,781	27,513	10,684	1,723

Statement showing the number of pupils in each class of Zil' Schools in the beginning and at the close of 1873-74.

	Number of pupils in each class at the close of 1872-73.													Number of pupils in each class at the close of 1873-74.												
	Upper Dept.				*Middle Department.*					*Lower Department.*				*Upper Dept.*				*Middle Department.*					*Lower Department.*			
	9th Class.	8th Class.	7th Class.	Total.	6th Class.	5th Class.	4th Class.	3rd Class.	Total.	2nd Class.	1st Class.	Total.	Grand Total.	9th Class.	8th Class.	7th Class.	Total.	6th Class.	5th Class.	4th Class.	3rd Class.	Total.	2nd Class.	1st Class.	Total.	Grand Total.
Dehli Zil' School	25	35	48	108	36	31	67	52	186	...	...	...	294	33	31	29	93	22	38	68	75	203	...	...	...	296
„ Anglo Arabic School	...	...	5	5	...	8	15	42	65	47	153	200	270	...	...	...	...	5	15	24	54	98	49	140	189	287
Rewári Zil' School	...	...	...	...	10	14	38	73	135	...	...	...	135	...	...	...	...	12	26	52	72	162	...	...	...	162
Karnál Do.	...	...	...	...	8	5	15	40	68	...	...	...	68	...	...	...	...	12	11	19	56	98	...	...	...	98
Jagadhri Do.	...	...	...	...	4	13	16	28	61	...	...	...	61	...	...	...	...	7	15	21	47	90	...	...	...	90
Rupar Do.	...	...	...	...	5	10	19	21	55	...	...	...	55	...	...	...	...	11	12	27	33	83	...	...	...	83
Sonla Do.	...	...	...	...	...	4	5	14	23	23	29	52	75	...	...	...	...	3	9	12	9	33	...	...	...	33
Bhiwáni Do.	...	...	...	...	7	4	13	17	41	...	...	...	41	...	...	...	...	9	7	13	21	50	...	...	...	50
Rohtak Do.	...	...	...	...	6	6	15	35	62	...	...	...	62	...	...	...	...	88	15	17	38	78	...	...	...	78
TOTAL ...	25	35	53	113	76	95	203	322	696	70	182	252	1,061	33	31	29	93	89	148	253	405	895	49	140	189	1,177
Lahore Zil' School	24	17	26	67	26	24	42	84	176	...	...	...	243	7	13	63	83	22	36	78	...	136	...	...	...	219
„ Anglo Oriental School	...	...	34	34	...	...	...	...	...	...	...	...	34	...	...	...	...	...	...	...	...	...	...	...	...	...
Amritsar Zil' School	15	17	33	65	31	38	86	72	227	...	...	...	292	15	34	15	64	31	79	128	65	294	...	...	...	358
Batalá Do.	...	...	...	...	...	10	16	53	79	...	...	...	79	...	...	...	...	8	17	27	53	105	...	...	...	105
Hushiarpur Do.	...	11	13	24	10	16	35	93	154	...	...	...	178	9	16	12	37	13	21	49	96	179	...	...	...	216
Ráhun Do.	...	...	...	...	12	12	19	40	83	...	...	...	83	...	...	...	...	14	20	27	58	119	...	...	...	119
Nurpur Do.	...	...	...	...	7	10	15	26	58	...	...	...	58	...	...	...	...	15	11	15	36	77	...	...	...	77
Gujranwálá Do.	...	...	...	...	11	10	24	37	82	...	...	...	82	...	...	...	...	10	10	29	47	96	...	...	...	96
Gurdaspur Do.	...	...	...	...	9	35	31	17	92	33	41	74	166	...	...	...	...	21	31	23	47	122	29	66	95	217
TOTAL ...	39	45	106	190	106	155	268	422	951	33	41	74	1,215	31	63	90	184	134	216	376	402	1.128	29	66	95	1,407
Gujrát Zil' School	5	7	8	20	11	22	57	101	191	...	...	...	211	6	12	22	40	14	53	66	82	215	...	...	...	255
Jhelam Do.	...	...	...	...	10	6	18	29	63	...	...	...	63	...	...	...	...	...	11	30	60	101	...	...	...	101
Abbottábád Do.	...	...	...	...	...	...	10	14	24	20	32	52	76	...	...	...	...	...	6	14	10	30	19	47	66	96
Kohát Do.	...	...	...	...	4	3	9	19	35	...	...	...	35	...	...	...	...	...	4	9	23	36	...	...	...	36
Bherá Do.	...	...	...	...	...	8	11	33	49	...	...	...	49	...	...	...	...	6	9	9	34	58	...	...	...	58
TOTAL ...	5	7	8	20	25	36	105	196	362	20	32	52	434	6	12	22	40	20	83	128	209	440	19	47	66	546
Multán Zil' School	...	...	...	...	3	6	31	50	90	...	...	...	90	...	...	...	...	6	11	48	46	111	...	...	...	111
Dera Ghazi Khán Zil' School	...	...	...	...	15	18	22	37	92	...	...	...	92	...	7	3	10	16	14	45	38	113	...	...	...	123
Jhang Zil' School	...	...	...	...	8	11	31	26	76	...	...	...	76	...	...	...	...	15	14	25	40	94	...	...	...	94
TOTAL ...	...	...	...	...	26	35	84	113	258	...	...	...	258	...	7	3	10	37	39	118	124	318	...	...	...	328
GRAND TOTAL ...	69	87	167	323	233	320	660	1,053	2.267	123	255	378	2,968	70	113	144	327	280	486	875	1,140	2,781	97	253	350	3,458

Statement showing the number of Pupils in each Class of Middle Vernacular Schools at the beginning and at the close of 1873-74.

District.	Number of schools.	Number of pupils in each class at the close of 1872-73.								Number of schools.	Number of pupils in each class at the close of 1873-74.							
		6th Class.	5th Class.	4th Class.	3rd Class.	2nd Class.	1st Class.	Number of pupils reading only English.	Total.		6th Class.	5th Class.	4th Class.	3rd Class.	2nd Class.	1st Class.	Number of pupils reading only English.	Total.
Dehlí	5	9	26	26	42	83	228		414	7	28	13	42	54	142	368	...	647
Gurgáon	2	2	7	12	11	43	141	...	216	2	10	9	7	20	37	153	...	236
Karnál	4	18	41	25	82	49	226	...	441	2	16	8	17	28	28	94	...	191
Hissár	2	3	4	4	12	43	74	...	140	2	2	4	11	18	48	95	...	178
Rohtak	4	6	18	29	41	80	344	...	518	4	14	21	18	55	114	340	...	562
Sírsá	2	5	7	5	25	36	158	...	236	2	3	9	11	28	52	169	...	272
Ambála	10	15	47	58	76	153	568	...	917	13	49	78	67	116	291	834	...	1,435
Ludiána	7	17	33	32	31	63	201	...	377	7	25	15	65	34	83	249	...	471
TOTAL ...	36	75	183	191	320	550	1,940	...	3.259	39	147	157	238	353	795	2,302	...	3,992
Jálandhar	5	29	36	40	69	123	249	...	546	5	42	31	55	71	110	328	...	637
Hushiárpur	8	18	30	90	111	193	378	...	820	6	34	36	63	89	124	326	...	672
Kángrá	4	1	3	30	38	71	270	...	413	4	...	13	41	49	64	322	...	489
Amritsar	6	8	35	23	92	121	341	...	620	6	12	11	50	120	144	234	...	571
Gurdáspur	5	10	34	42	93	173	346	...	698	4	14	24	41	75	119	366	...	639
Siálkot	8	50	51	72	102	143	360	...	778	7	52	48	69	114	115	290	...	688
Lahore	4	...	10	24	33	75	417	..	559	6	11	35	28	62	90	445	...	661
Gujránwála	1	1	14	13	14	41	61	...	144	1	12	8	13	23	27	62	...	145
Firozpur	4	16	15	25	49	79	171	..	355	4	13	23	35	53	73	172	...	369
TOTAL ...	45	133	228	359	601	1,019	2,593	...	4,933	43	190	229	395	656	856	2,545	...	4,871
Ráwalpindí	2	10	8	16	29	37	194	...	294	2	10	10	16	28	38	148	...	250
Jhelam	2	5	8	15	30	38	109	...	205	2	5	12	21	38	35	109	...	220
Gujrát	2	22	21	28	25	41	95	...	232	3	38	32	43	52	107	138	...	410
Sháhpur	...	...	...	...	...	...	...	...	...	4	9	22	43	59	77	353	...	563
TOTAL ...	6	37	37	59	84	116	398	...	731	11	62	76	123	177	257	748	...	1,443
Multán	5	14	30	59	55	114	210	...	482	5	21	27	46	64	120	302	...	580
Montgomery	3	4	10	16	36	62	81	...	209	3	9	14	23	42	50	205	...	343
Muzaffargarh	2	2	9	15	20	28	146	...	220	2	6	11	16	25	37	173	...	268
TOTAL ...	10	20	49	96	111	204	437	...	911	10	36	52	85	131	207	680	...	1,191
GRANT TOTAL ...	97	265	497	699	1,116	1,889	5,368	...	9,834	103	435	514	841	1,317	2,115	6,275	...	11,497

Statement showing the Number of Pupils studying in each Class of Government Primary Schools of each District at the beginning and at the close of 1873-74.

District.	Number of Schools.	No. of pupils in each class at the close of 1872-73.						Number of Schools.	No. of pupils in each class at the close of 1873-74.					
		4th Class.	3rd Class.	2nd Class.	1st Class.	Number of pupils reading only English.	Total.		4th Class.	3rd Class.	2nd Class.	1st Class.	Number of pupils reading only English.	Total.
Dehlí	32	52	99	207	724	...	1,082	38	44	66	158	812	..	1,080
Gurgáon	43	54	124	326	915	...	1,419	45	91	198	351	988	...	1,628
Karnál	42	48	99	224	781	...	1,152	44	54	88	220	984	...	1,346
Hissár	16	13	39	102	354	...	508	16	22	45	99	400	...	566
Rohtak	32	35	62	128	995	...	1,220	32	46	67	188	1,050	...	1,351
Sarsá	9	7	18	64	341	...	430	11	18	19	84	317	...	438
Ambálá	58	112	192	396	1,812	...	2,512	57	121	148	422	1,899	...	2,590
Ludhiáná	46	47	131	213	630	...	1,021	45	15	116	229	888	...	1,248
Simlá	3	5	10	26	102	...	143	3	10	20	17	139	...	186
Total ...	281	373	774	1,686	6,654	...	9,487	291	421	767	1,768	7,477	...	10,433
Jálandhar	52	213	315	462	1,350	...	2,336	64	321	341	622	1,825	...	3,109
Hushiárpur	70	153	306	641	1,906	...	3,006	73	254	406	910	2,270	...	3,840
Kángrá	40	33	93	340	1,269	...	1,735	43	46	42	252	1,422	...	1,762
Amritsar	57	100	231	493	1,517	...	2,341	71	159	310	643	1,963	...	3,075
Gurdáspur	87	126	455	1,002	2,200	...	3,783	92	196	501	1,025	2,636	...	4,358
Siálkot	65	336	391	549	1,757	...	3,033	74	412	433	622	2,117	...	3,584
Lahore	35	66	125	243	993	...	1,427	40	42	146	228	1,146	...	1,562
Gujránwálá	55	114	227	451	1,051	...	1,843	50	22[illegible]	3[illegible]4	493	1,407	...	2,468
Firozpur	27	71	94	157	734	...	1,056	32	64	1[illegible]6	226	992	...	1,438
Total ...	468	1,212	2,233	4,338	12,777	...	20,560	539	1,718	2,679	5,021	15,778	...	25,196
Ráwalpindí	52	163	269	440	2,587	...	3,459	52	119	220	395	2,767	...	3,501
Jhelam	36	270	338	465	1,342	...	2,415	41	380	350	466	1,609	...	2,805
Gujrát	37	462	319	461	1,388	...	2,630	36	561	324	466	866	...	2,217
Sháhpur	27	63	134	199	780	...	1,176	24	56	114	148	487	...	805
Pesháwar	24	3	31	65	558	...	657	24	2	41	129	580	...	752
Kohát	2	...	32	17	40	...	89	3	3	19	13	87	...	122
[illegible]ará	2	4	10	6	82	...	102	17	7	10	55	716	...	788
Total ...	180	965	1,133	1,653	6,777	...	10,528	197	1,128	1,078	1,672	7,112	...	10,990
Multán	28	30	133	217	699	...	1,079	28	62	114	167	812	...	1,155
Montgomery	12	21	45	108	372	...	546	12	38	75	92	543	...	748
Jhang	18	83	100	186	491	...	860	24	105	130	178	679	...	1,092
Muzaffargarh	19	19	49	112	391	...	571	21	51	76	117	548	...	792
Deráh Ismail Khán	17	20	29	76	807	...	932	17	37	60	150	942	...	1,189
Bannú	19	6	25	81	503	...	615	19	34	40	125	717	...	916
Total ...	113	179	381	780	3,263	...	4,603	121	327	495	829	4,241	...	5,892
Grand Total ...	1,042	2,729	4,521	8,457	29,471	...	45,178	1,148	3,594	5,019	9,290	34,608	...	52,511

Statement showing the Government Scholarships awarded to College students during 1873-74.

Names of Scholars.	College at which held.	Class.	Monthly value of scholarship.
Senior Scholarships.			
1. Pandit Bishambar Náth	Dehlí	3rd year	32
2. Iswar Dás	Lahore	Do.	30
3. Surjan Dás	Do.	Do.	25
Junior Scholarships.			
1. Muhammad Ibrahím	Dehlí	1st year	16
2. Panchánan Múkhopádhajay	Do.	Do.	13
3. Káli Krishn ditto	Do.	Do.	12
4. Ayá Rám	Lahore	Do.	12
5. Umrao Singh...	Do.	Do.	11
6. Bijá Kishor	Dehlí	Do.	10
7. Lakhpat Rái	Lahore	Do.	10
		Total ...	171

Statement showing the number of students of Zil' Schools who have obtained employment during 1873-74.

District.	Number of students who have obtained employment in the Educatjonal Department.	Number of students who have obtained employment in the Civil Department.	Number of students who have obtained employment in other Departments.	Total.	Average salary.		
Rohtak Zil' school	1	2	1	4	8	0	0
Karnál ditto	...	...	1	1	15	0	0
Jagádhri ditto	...	...	2	2	12	8	0
Bhiwáni ditto	1	1	...	2	11	8	0
Rupar ditto	...	2	1	3	13	5	4
Lahore ditto	2	2	8	12	24	0	0
Amritsar ditto	3	1	5	9	19	0	0
Gurdáspur ditto	4	2	...	6	8	0	0
Batála ditto	...	...	1	1	5	0	0
Gujránwála ditto	...	1	1	2	16	[illegible]	[illegible]
Gujrát ditto	...	...	3	3	15	0	0
Kohát ditto	...	1	...	1	20	0	0
Abbottabád ditto	...	...	3	3	13	0	0
Rhera ditto	...	...	1	1	20	0	0
Multán ditto	...	1	...	1	15	0	0
Jhang ditto	1	...	...	1	10	0	0
Total ...	12	13	27	52	14	1	4

Statement shewing the number of Students of Vernacular Schools who have obtained employment during 1873-74.

District.	Number of students who have obtained employment in the Educational department.	Number of students who have obtained employment in the Civil department.	Number of students who have obtained employment in other departments.	Total.	Average Salary.		
Ambálá	3	1	2	6	9	0	0
Dehli	3	...	1	4	13	0	0
Gurgáon	6	6	1	13	11	0	0
Karnál	1	3	4	8	10	0	0
Rohtak	...	...	1	1	10	0	0
Hissár	...	1	1	2	14	8	0
Sirsa	3	...	1	4	9	0	0
Ludhiáná	10	...	2	12	10	0	0
Lahore	3	4	1	8	9	0	0
Amritsar	3	5	14	22	13	4	0
Jálandhar	...	1	2	3	8	0	0
Hushyárpur	8	10	6	24	7	4	0
Kangrá	3	1	3	7	8	0	0
Firozpur	4	...	...	4	6	0	0
Siáltkot	...	2	...	2	7	0	0
Gujránwálá	2	...	5	7	7	0	0
Gurdáspur	14	4	5	23	7	8	0
Ráwalpindi	8	7	10	25	7	0	0
Jhelam	4	8	10	22	8	8	0
Gujrát	6	2	4	12	7	8	0
Pesháwar	4	2	4	10	7	8	0
Hazárá	...	...	1	1	7	0	0
Sháhpur	...	1	5	6	16	0	0
Multán	5	22	6	33	6	0	0
Montgomery	1	1	...	2	7	5	0
Jhang	4	2	1	7	6	0	0
Muzaffargarh	1	4	5	10	6	8	0
Derá Ghází Khán	2	5	5	12	8	0	0
Bannú	13	7	5	25	6	0	0
Derá Ismail Khán	9	1	...	10	7	8	0
Total, ...	120	100	105	325	8	10	0

Return of Candidates passed for employment in the Educational Department during 1873-74.

No.	Name of passed candidate.	When and where examined.		Where educated.		Grade of certificate gained.
1	Gobind Rám	June 1873	Dehlí.	Dehlí Normal School		4th Grade.
2	Rámjas	Ditto	Ditto	Ditto	Ditto	Ditto.
3	Harjíwan Lál	Ditto	Ditto	Ditto	Ditto	Ditto.
4	Polo Mal	Ditto	Ditto	Ditto	Ditto	Ditto.
5	Ghálib 'Ali	Ditto	Ditto	Ditto	Ditto	Ditto.
6	Dímat Rái	Ditto	Ditto	Ditto	Ditto	Ditto.
7	Bír Singh	Ditto	Lahore	Lahore Normal School		Ditto.
8	Hemráj	Ditto	Ditto	Ditto	Ditto	Ditto.
9	'Ali Muhammad ..... —	Ditto	Ditto	Ditto	Ditto	Ditto.
10	Mayá Rám	Ditto	Ditto	Ditto	Ditto	Ditto.
11	Ghulám Muhíud-dín	Ditto	Ditto	Ditto	Ditto	Ditto.
12	Motí Rám	Ditto	Ditto	Ditto	Ditto	Ditto.
13	Rám Chand	Ditto	Ditto	Ditto	Ditto	Ditto.
14	Mohkam Dín	Ditto	Ditto	Ditto	Ditto	Ditto.
15	Búr Singh	Ditto	Ditto	Ditto	Ditto	Ditto.
16	Sundar Singh	Ditto	Ráwalpindi	Ráwalpindi Normal school.		Ditto.
17	Játí Shankar	Ditto	Ditto	Ditto	Ditto	Ditto.
18	Charn Dás	Ditto	Ditto	Ditto	Ditto	Ditto.
19	'Abdúllá (*a*)	Ditto	Dehli	Dehlí Normal school.		Ditto.

(*a*) This student failed at the periodical examination in the art of teaching only, but on the recommendation of Mr. Rodgers and the Inspector he was passed.

Results of the Calcutta University Examinations for all Educational Institutions in the Panjáb.

Years.	M. A. Examination.			B. A. Examination.			F. A. Examination.			Entrance Examination.		
	No. of candidates.	Passed.		No. of candidates.	Passed.		No. of candidates.	Passed.		No. of candidates.	Passed.	
		From Govt. Institutions	From private Institutions.		From Govt. Institutions.	From private Institutions.		From Govt. Institutions.	From private Institutions.		From Govt. Institutions.	From private Institutions.
1861–62 ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	4 (a)	1
1862–63 ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	7	1
1863–64 ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	35	15 (a)	10
1864–65 ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	43	15 (b)	16
1865–66 ...	.....	.....	.....	.....	.....	.....	20	5	5	75	15 (a)	8
1866–67 ...	.....	.....	.....	.....	.....	.....	17	4	.....	81	18	4
1867–68 ...	.....	.....	.....	.....	2	2	11	4	1	73	24 (a)	20
1868–69 ...	.....	.....	.....	1	1	.....	11	4	.....	78	19 (c)	19 (b)
1869–70 ...	.....	.....	.....	3	2	.....	18	9	.....	98	22	22
1870–71 ...	.....	.....	.....	4	1	.....	20	15	.....	74	23	28 (a)
1871–72 ...	2	2	.....	8	3	.....	21	4	.....	81	13	20
1872–73 ...	1	1	.....	14	8	.....	26	10	.....	54	12	10
1873–74 ...	1	1	.....	5	2	.....	22	16	.....	71	10	14

(a). Including one school-master. (b) Including two school-masters. (c) Including one private student.

Statement exhibiting in detail the results of the examinations of Calcutta University for the year 1873-74.

M. A. Examination January 1874.

Name of Institution.	No. of candidates.	Passed in		
		1st Division.	2nd Division.	3rd Division.
Lahore Government College	1	.....	.....	1

B. A. Examination January 1874.

Name of Institution.	Number of candidates.	Passed in			Failed in					
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History.	Mathematics and Natural Philsophy.	Mental and Moral Philosophy.	Optional subjects.
Government College Lahore	1	.....	.....	.....	1	.....	1	1	.....	...
Ditto Dehlí	4	1	1	.....	.....	.....	.....	2	.....	.....
Total, ...	5	1	1	.....	1	.....	.....	3	.....	.....

First Arts Examination of 1873.

Name of Institution.	Number of candidates.	Passed in			Failed in				
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History.	Mathematics.	Logic and Philosophy.
Government College Lahore	10	1	2	2	2	2	1	2	...
Ditto Dehlí	12	1	6	4	...	...	1	1	...
Total, ...	22	2	8	6	2	2	2	3	...

Entrance Examination of 1873.

	NAME OF INSTITUTIONS.	Number of candidates.	*Passed in* 1st Division.	2nd Division.	3rd Division.	*Failed in* English.	2nd language.	History and Geography.	Mathematics.
	Government Schools.								
1	Dehli	10	3	1	1	4		4	4
2	Lahore	14	1	1		8	1	8	8
3	Amritsar	7			2	5		3	5
4	Gujrát	2		1		1			1
	TOTAL	33	4	3	3	18	2	15	18
	Aided Schools.								
1	Bishop Cotton School Simlá	10	2					2	8
2	Dehli Mission School	6		2	1	2		3	2
3	Lahore Do.	2		2					
4	Gujránwálá Do.	4		1		2	2	1	3
5	Jalándhar Do.	1			1				
6	Siálkot Do.	1				1			
7	Amritsar Do.	3				3		2	2
8	Ludhiáná Do.	4		2	1	1		1	1
9	Peshawar Do.	4		1	1	2		2	1
	TOTAL	35	2	8	4	11	2	11	17
	Unaided Schools.								
10	Patiála School	3				3		2	3
	GRAND TOTAL	71	6	11	7	32	4	28	38
	Private student	1		1					
	TOTAL	72	6	12	7	32	4	28	38

Expenditure on Grants-in-aid on 31st March 1873 ... ... Rs. 14,923 13 4 p. m.
Do. do. on 31st March 1874 ... ... „ 14,200 5 8 do.

Difference or decrease (explained below) ... ... 723 7 8 do.

	New Grants.						
European Girls' School Dehli	30	0	0				G. O. No. 1770 dated 3rd May 1873.
Zanána classes Karnál	28	0	0				G. O. No. 3 dated 2nd January 1873.
The 32nd Pioneer's Regimental School Ambála	20	0	0				Ditto Ditto.
Branches to Zil' School, Simla	15	0	0				Ditto Ditto.
Indian Female Normal School Society's School Lahore	40	0	0				Ditto Ditto.
Middle Zil' School Lahore	25	0	0				G. O. No. 1294 dated 3rd April 1873.
Native Christian Girls' School Lahore	90	0	0				G. O. No. [illegible] dated 29th September 1873.
(a) Mission School at Majitha (Amritsar	47	0	0				G. O. No. 3213 dated 25th August 1873.
Elementary English School Pasrur (Siálkot)	20	0	0	255	0	0	G. O. No. 2426 dated 18th June 1873.
Old grants increased.							
Branch Schools Rohtak Rs. 40 to 65	25	0	0				G. O. No. 3 dated 2nd January 1873.
Mission School Ludiána „ 150 to 275	75	0	0				Ditto Ditto.
Branch Schools Amritsar „ 331 to 351	20	0	0				Ditto Ditto.
High School for Europeans, Lahore „ 185 to 235	50	0	0				G. O. No. 391 dated 31st January 1874.
Christian Ver. Ed. Sty. Nor. School Amritsar „ 150 to 250	100	0	0				G. O. No. 3 dated 2nd January 1873.
Branch Schools at Gujránwála „ 75 to 95	20	0	0				Ditto Ditto.
Mission School Gujrát „ 20 to 50	30	0	0				Ditto Ditto.
Branch School Jhang „ 12-8 to 20	7	8	0				Ditto Ditto.
Anglo Vernacular School Magyána (Jhang) „ 60 to 85	25	0	0				Ditto Ditto.
Do. do. Chiniot do. „ 25 to 53-8	28	8	0	381	0	0	G. O. No. 3 dated 2nd January 1873. G. O. No. 1763 dated 5th May 1873.
Total				636	0	0	
Grants reduced.							
Elementary English School Daská, Siálkot District	20	0	0	20	0	0	G. O. No. 2426 dated 18th June 1873.
Grants transferred to District Funds.							
Vernacular School Sohná, Gurgáon District	35	0	0				Proceedings of Lieutenant Governor of the Panjab, Financial Department, No. 482 dated 7th April 1874.
3 Do. Shahiáhánpur do.	10	0	0				
Hindu Female School Jálandhar	83	7	0				
Elementary English School Pálampur (Kángra)	55	0	0				
Do. Kanyára do.	20	0	0				
District Female School do.	38	4	0				
Female Schools Siálkot	277	12	8				
Female Normal School Siálkot	112	8	0				
Town School Ferozpur	10	0	0				
Bedi's Female School Ráwalpindi	133	4	0				
Do. Jhelam	120	0	0				
Elementary English School Sháhpur	20	0	0				
Anglo Vernacular School Shorkot (Jhang)	40	0	0				
Do. Ahmadpur do.	25	0	6				
Elementary English School Muzaffargarh	30	0	0				
Vernacular Schools Derá Ghází Khán	329	4	0	1,339	7	8	
Total decrease				1,959	7	8	
Deduct Total increase				636	0	0	
Net decrease p. m.				723	7	8	

(a) Chargable to General Local Fund.

Return of Private Endowments, Donations, and Subscriptions from which aid was received by the Department during 1873-74.

District.	Name of Donor.	Description.	Annual value.			For what period to continue.	For what purpose.
Dehlí ...	Nawáb Fazal Ali Khán Etmád-ud-dowla of Lucknow ...	Primissory Notes of 1,73,600.	7,249	15	6	Permanent	For extension of education in Dehlí.
	Lálá Rámi Mal ...	Cash ...	600	0	0	Close of December 1873	Maintenance of Anglo Sanskrit School Dehlí.
	Rai Chuna Mal ...	Cash ...	100	0	0	Ditto	Ditto.
Ludiána ...	Sardar Mit Sing of Maloudh ...	Cash ...	120	0	0	At will of doner ...	Pay of assistant teacher in Maloudh school.
	Sardar Haqiqat Sing of Birkhurd	Cash ...	120	0	0	.....	Ditto Birkhurd.
Karnál ...	115 Persons of Panipat ...	Cash ...	136	0	0	To end of Novr. 1873 ...	Pay of English Master in the Panipat School.
	Residents of Kaithal ...	Cash ...	26	0	0	.....	Expenses of the Kaithal School.
	Nathu Mal, Chaudri of Kaithal	Cash ...	80	0	0	.....	Repairs of the Kaithal school.
Hissár	202 Residents of Bhiwáni ...	Cash ...	180	0	0	.....	Scholarships and fees of indigent boys of the Bhiwáni Zil' School.
Sarsá ...	Residents of the district ...	Cash ...	222	15	8	.....	Scholarships and Contingent expenses.
Rohtak ...	57 Residents and Lambardars of Jhajjar ...	Cash ...	197	8	0	.....	Expenses of the Jhajjar Anglo vernacular school.
Ambála ...	Sardar Jiwan Sing of Buria ...	Cash ...	180	0	0	At will of donor ...	Expenses of the Rupar Zil' school.
	7 Residents of the district ...	Cash ...	56	12	0	.....	Do. Do.
	18 Do. do. ...	Cash ...	180		0	During existence of schools	Maintenance of Branch schools Rupar.
Amritsar ...	His Highness Maharajá Dalip Sing	Cash ...	500	0	0	During life time of donor	Scholarships in Government Zil' Schools.
	Do. do. ...	Cash ...	500	0	0	Ditto	Do. in Mission School.
	Priests of the Temple ...	Cash ...	120	0	0	At will of donor	For maintenance of Female schools in Amritsar City.
	Sardar Lal Sing Kalian wála ...	Cash ...	120	0	0	Ditto	Do. Do.
	Jagirdars of Amritsar district ...	Cash ...	166	3	9	.....	Do. Do.
	Maharaja of Kapurthala ...	Cash ...	300	0	0	.....	Do. Do.
Jálandhar...	52 Members of Local Committees	Cash ...	302	9	0	.....	[illegible] Middle and Primary schools.
	800 Residents of the district ...	Cash ...	825	11	6	.....	Maintenance of Female schools.
	2 Residents of the Nakodar tahsil	Cash ...	12	0	0	.....	Repair of school house at Nakodar.
Kángrá ...	Raja Bija Sen of Mandi ...	Cash ...	500	0	0	At will of donor,	Maintenance of the Palampur school.
	4 Englishmen, Residents of Holta	Cash ...	120	0	0	Ditto	Ditto
	Mr. Shaw ...	Cash ...	180	0	0	Ditto	Maintenance of Kanyára school.
Hushiárpúr	168 Residents of the district ...	Cash & Books	746	7	9	.....	Supply of books and payment of fees for poor boys.
Gurdáspur	4 Residents of the district ...	Cash ...	60	0	0	.....	Maintenance of Hindí school at Ghirotá and Female school at Kánoowán.
Rajpurwála	Sardar Jhanda Sing of Batála ...	Cash ...	240	0	0	During existence of school	Maintenance of the English school at Butala.
	10 Christian Residents ...	Cash ...	336	0	0	.....	Maintenance of the Eurasian Female Schools.
Siálkot ...	Bhai Nihal Sing Mahant ...	Cash ...	60	0	0	.....	Maintenance of Female schools.
	Residents of Siálkot ...	Cash ...	1,098	9	0	.....	Do. Do.
	Residents of Pasrur, Daska, and Zafarwál ...	Cash ...	146	10	8	At will of donor ...	Maintenance of English schools.
	Residents of villages ...	Cash ...	87	9	4	During existence of school ...	Maintenance of Primary schools.
Lahore ...	Kanhaya Sing of Khudpur ...	Cash ...	166	15	0	.....	Erection of school house at Khudpur.
Firozpur ...	21 Residents of the district ...	Cash ...	29	0	0	.....	Distribution of sweetmeats to poor boys.
D. G. Khán	Imam Baksh Khán, Tumandar of Rojhán ...	Cash ...	66	0	0	.....	For maintenance of vernacular schools.
	Residents of Rajanpur ...	Cash ...	65	0	0	.....	Ditto.
	Panches of Dera Ghazi Khán ...	Cash ...	500	0	0	.....	Ditto.
Jhang ...	38 Residents of Magyána ...	Cash ...	490	0	0	.....	Maintenance of English school at Magyána.
	23 Do. of Shorkot ...	Cash ...	276	0	0	.....	Do. Shorkot.
	72 Do. of Chiniot ...	Cash ...	246	0	0	.....	Do. Chiniot.
	10 Do. of Village Qaim ...	Cash ...	60	0	0	.....	Do. Primary [illegible]
	6 Do. of Machiwáin ...	Cash ...	60	0	0	.....	Do. Do. Machiwal.
	5 Do. of Shortkot ...	Cash ...	30	0	0	.....	Do. Female School at Shorkot.
	24 Do. of Jhang and Magyána ...	Cash ...	88	0	0	.....	Do. Hindí school at Jhang.

Distribution of Expenditure on Education under the three main heads—Direction, Inspection, and Instruction for 1873-74.

		From Provincial Services.	From Local Funds.
Direction and its subsidiary charges	Rs.	(a.) 87,731	.....
Inspection Do. Do.	"	1,16,733	2,776
Instruction Do. Do.	"	4,07,656	5,26,679

(a.) Includes Rs. 49,997 on account of the Book Depôt, and Rs. 7,966 for the patronage of literature and other miscellencous charges; total Rs. 57,963, which, if deducted, reduces the cost of *Direction* to Rs. 29,768.

Government Colleges.

	General Education.	
	Dehli.	Lahore.
Number of Institutions	1	1
Number on rolls at the close of 1873-74	37	40
Average number on rolls monthly during 1873-74	34	44
Average daily attendance for 1873-74, ...	30	37
Total Expenditure { From Provincial Services	26,749	22,682
Total Expenditure { From Local Funds	3,414	4,424

Results of the Normal School Examination held in June 1873.

	No. of candidates.	*Number passed*				Number
		First grade.	grade.	3rd grade.	4th grade.	
Dehli Normal School	17	.....	.....	.....	7	10
Lahore Normal School	20	.....	.....	.....	9	11
Rawalpindi Normal School	8	.....	.....	.....	3	5
Total	45	.....	.....	.....	19	26

Statement shewing the number of Schools and Scholars in each Circle during 1872-73, *and* 1873-74.

	1872-73.		1873-74.	
	Schools.	Scholars.	Schools.	Scholars.
Ambálá Circle	456	21,228	49[illegible]	24,382
Lahore Circle	857	42,459	924	48,377
Rawalpindi Circle	2[illegible]	17,186	295	18,198
Multán Circle	190	9,503	210	12,209
Total	1,783	90,376	1,920	1,03,166